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ABSTRACT

Prepared for presentation to the Schenectady County Board of Representatives, this report provides an overview of the accomplishments of Schenectady County Community College (SCCC) during 1985 and of the changes, trends, and issues that will affect the future of the college. The first section provides information on SCCC's 5-year plan and framework of goals, including the institutional mission statement, and categories and subcategories for planning. The next section deals with program and curriculum issues, looking at SCCC's achievements in the areas of program evaluation, innovative curriculum development, program improvement grants, and facility improvement. Organizational development is then addressed, with a focus on computer systems development, organizational redefinition, and refinement of organizational communications. After explaining new student recruitment and enrollment management efforts and providing data on enrollments and student characteristics, the next section reviews student services activities, including expansion efforts, increases in financial aid awards, job placement services, articulation agreements with four-year colleges, and results of a graduate survey on employment and college transfer. SCCC's involvement with the community is the focus of the next section, which highlights employer needs assessment activities, community service planning, events to draw the community to the campus, and efforts to improve liaison with county agencies. Information on financial planning is provided, along with a discussion of future funding issues, and the structure and function of the newly formed, SCCC Foundation, Inc. Following a discussion of facility improvements and professional development activities, a summary is provided of the major achievements of the year. (EJV)

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Changes

Schenectady County
COMMUNITY COLLEGE

Overview 1985-86

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Presented: January 30, 1986

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SCHENECTADY COUNTY COMMUNITY COLLEGE
78 Washington Avenue
Schenectady, New York 12305
518-346-6211

Office of the President

M E M O R A N D U M

TO: Schenectady County Board of Representatives
County Manager

FROM: Simeo J. Gallo, Chairman
Board of Trustees

Peter F. Burnham, President

DATE: January 30, 1986

SUBJECT: Annual Legislative Dinner and Discussion

It is again our pleasure to welcome all of you to Schenectady County Community College for our annual dinner and discussion of the past year and the future of the College.

This document, Changes: Schenectady County Community College, 1985, is an attempt to share information about your College and the many significant things that have occurred here since we last met. It is even sometimes difficult for those of us who are so close to it, and deal with it routinely, to appreciate the extraordinary diversity of this institution and the many changes and on-going functions that take place. Our effort is not to overwhelm you with data, but to try to highlight changes, trends and issues that affect the College, and have been central to our efforts these past twelve months.

Perhaps overriding all of this is the Trustees' and administration's and staff's commitment to long-range planning as a key to the initiatives and on-going activities of SCCC. In January, 1985, the Board of Trustees met to review the College's Mission Statement which is the cornerstone of our activities. This statement, which follows this letter in sequence, established the overall purposes for the existence of our institution. In reviewing the College's commitment to planning, the Trustees verified this Mission and charged the President and a College-wide Task Force with the responsibility of identifying a framework of goals for the next five years that will enable the College to move forward in that mission.

In October, 1985, that Task Force reported to the Trustees, and the attached list of goals and categories were accepted by the Trustees as the framework for planning for the College for the next five years. Of course, annually, these targets are reviewed, and modified as appropriate; but, because they reflect a consensus developed throughout the organization, effort is made to involve staff in not only the pursuit of these goals, but the establishment of them as well. This sense of "ownership" in the mission and goals of SCCC is

fundamental to the College's organizational philosophy. And, to illustrate the application of this framework to the operation of the institution, we have organized our report according to activities pertinent to the goals.

As you review this material, keep in mind that these activities are step-by-step efforts to fulfill the overall mission of the College. The basic criteria for initiative is "does this activity assist us in achieving our institutional goals and fulfilling our institutional mission?"

There is a great deal of information here; we realize there may be some things that are of minor interest to you and others that you would like to discuss and examine further. We welcome the questions and involvement of our representatives because we believe the strong partnership between the County and the College needs to be even further strengthened and nurtured. We are prepared to assist each of you in understanding the tremendous asset to this community you have in Schenectady County Community College.

Thank you for your support this past year, and we look forward to an exciting and rewarding dialogue at our meeting.

Five-year Plan and Framework of Goals

DEVELOPING THE PLAN

The Five-Year Plan and Framework of Goals 1985-90 for SCCC was accepted by the Board of Trustees in October. The 18-month process of developing this framework provided opportunity for all members of the institutional family — students, staff, faculty, administration, and Board, as well as community individuals through the input from Advisory Committees — to impact on the planning initiatives of the institution.

The framework documents had wide circulation and were used as the basis for numerous meetings including the recent October 21, 1985, seminar that involved all members of Advisory Committees for all curricula and programs at the institution. The input and involvement of faculty and staff to this project reflects an "ownership" unique in any planning process and provides a context and a basis for all future planning.

In addition, it has been emphasized through the course of the development of this document that the planning framework will be the basis upon which future budgeting and appropriation support will be based. It has been the clear intention of the president and the Board that the planning document will provide the basis upon which budget allocations could be made, particularly in the categories of equipment and personnel increases.

There will be an effort through this planning process and the budgeting process to "manage" the future of the institution over the next five years, and to combine and consolidate programs, initiatives, and activities with resource allocation as well as a continuing process of evaluation, follow-up and determination of achievement within each of the perspective organizational units. The evaluation process will be based on an examination of each organizational unit's achievement of its task within the framework of its Management Action Plan.

On the following pages, you will find the College's Mission Statement, which was updated and served to guide the planning process; and the Institutional Goals Chart and explanation of those goals, which were developed during the planning process.

SCHENECTADY COUNTY COMMUNITY COLLEGE

INSTITUTIONAL MISSION STATEMENT

Schenectady County Community College operates as a comprehensive community college under the program and standards of the State University of New York. Sponsored by the County of Schenectady, the College's programs are approved by, and registered with, the New York State Education Department, and the College is authorized by the Regents of the University of the State of New York to award certificates and associate degrees.

The primary mission of Schenectady County Community College is to provide comprehensive higher education and adult education opportunities of the highest quality through academic, career-technical, professional, and personal enrichment programs in response to local educational needs and at low cost to students.

In striving to achieve this primary mission, Schenectady County Community College affords students the opportunity to receive Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), and Associate in Occupational Studies (A.O.S.) degrees in college parallel or career technology programs. Also, the College provides students the opportunity to earn certificates in specialized career fields, or personal development activities.

More specifically, Schenectady County Community College provides:

1. College parallel programs that prepare students to transfer two years of college work to four-year colleges and universities.

2. Career technology programs that prepare students for immediate employment.

3. Continuing education and community service programs for students striving for professional growth or personal enrichment.

4. Public service activities provided in support of community development.

5. Developmental education for students with special academic needs.

6. Student development activities including cultural programs, financial assistance, counseling services, and intercollegiate athletics.

7. An effective and efficient management and delivery system to ensure maximum accessibility to these comprehensive programs and services to all people throughout the Capital District at the lowest possible cost.

OUR EDUCATIONAL OBJECTIVES

Schenectady County Community College is committed to providing the quality instruction, resources, and encouragement necessary for students:

1. To develop communication skills which enhance one's ability to read with comprehension, write concisely, think logically, and speak clearly and forcefully.

2. To achieve an understanding of the liberal arts and sciences and the technologies.

3. To identify realistic educational and career objectives.

4. To cultivate attitudes, habits, and interests that encourage lifelong learning.

5. To develop awareness of the individual's role in, and responsibility to, the community and the society in which he/she lives.

TO LEARN — TO SEARCH — TO SERVE

Approved by Board of Trustees Resolution 85-25

INSTITUTIONAL GOALS
1985-90

Categories and Sub-Categories for Planning

Schenectady County Community College

PLANNING FUTURES AND CURRICULUM

A. Evaluation and Assessment of Existing Programs

B. Development of Innovative Curriculum Efforts

C. Strengthening Programs (equipment/curriculum)

D. Researching Facility/ Space and Enrollment Forecasts

ORGANIZATIONAL DEVELOPMENT

A. Development of Computer Systems Dev./Admin.

B. Development & Documentation of Institutional Policies & Procedures

C. Definition of All Organizational Units

D. Refinement of Organizational Communications

STUDENT ENROLLMENT & SUPPORT SERVICES

A. Expanding Student Recruitment & Enrollment Management

B. Coordinating a Team Approach to All Student Service Functions

C. Improvement of Direct Student Services

COMMUNITY NEEDS

A. Assessment of Future Programs for Employer/ Employee Support in the Community

B. Planning of all Community Services Offerings

C. Improvement of Liaison with County and County Agencies

FINANCIAL

A. Establishing Long-Range Financial Planning

B. Establishing the Operation of the New Foundation Structure

C. Initiating Resource Development (Grants/ Foundation)

FACILITY

A. Development of Capital Projects and Facilities

B. Improvement "Quality of Life" on Total Campus

C. Continuation of Master Planning for Total Campus Facilities

PROFESSIONAL DEVELOPMENT

A. Encouragement of Faculty/ Professional Staff Development

B. Encouragement of Administrative and Support Staff Development

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INSTITUTIONAL GOALS
1985-90
CATEGORIES AND SUB-CATEGORIES FOR PLANNING

PLANNING FUTURES AND CURRICULUM

Definition: This category of goals refers to the need, over the life of the plan, for the College to assess its existing academic and service activities and programs; to strengthen those that are weak, delete or suspend those that are no longer appropriate, and design and implement any that are determined to meet new needs as defined within the parameters of the mission of the institution. All of this must be done within the framework of analytic study of demographics, the community workplace, enrollment trends and forecasts and physical facility and fiscal reality.

A. EVALUATION AND ASSESSMENT OF EXISTING PROGRAMS

The College has a structure for reviewing all of its academic programs (Schedule Action Status Chart) which identifies a periodic cycle of program review. Also, the evaluation process needs to be extended to programmatic services as well.

B. INNOVATIVE (New) CURRICULUM EFFORTS

Within the context of feasibility analysis, the College needs to continue to explore new areas of potential program development. Specific criteria for such development includes (not in priority order): enrollment potential, resource allocation availability or reallocation, marketplace for graduates, community need, continuity with existing program portfolio.

C. STRENGTHENING PROGRAMS (Equipment/Curriculum)

As the College's program portfolio matures (over 1/3 of the College's total programs are experiencing only their second full enrollment cycle), there is need for review and modification to strengthen them both in content and process.

D. FACULTY/SPACE AND ENROLLMENT FORECAST AND ANALYTIC STUDIES

The pivot point of the entire category of Planning Futures and Curriculum rests on analytic research with regard to enrollments, opportunity forecasting, facility and space needs, as well as outcome studies of results.

ORGANIZATIONAL DEVELOPMENT

Definition: This general category of goals relates to those activities which will make the College function effectively and efficiently as "one college" to meet the challenges of its missions. Within the planning

period, the organization must be able to respond to the fiscal restraints and increased consumer demands as identified in the planning assumptions. In order to do this, a major series of goals must be established to "manage" the organization in times of demand and change.

A. COMPUTER SYSTEMS DEVELOPMENT/ADMINISTRATIVE

The 1984 acquisition of the Sperry 1100/71 has begun to pay dividends for the College, and over the course of the planning period, the implementation of improved administrative applications of the system will enable a greater degree of efficiency to occur. Major systems to be developed and implemented include: on-line registration; on-line machine-based records; financial aid system; budget and accounting systems, inventory control and personnel records.

B. DOCUMENT AND DEVELOP INSTITUTIONAL POLICIES AND PROCEDURES

As a continuing aspect of organizational development, the need to establish clear policies will be maintained over the course of the planning period. Although much of this is unknown, a number of dated policy areas need to be reviewed and revised.

C. CONTINUE TO DEFINE CLEARLY ALL ORGANIZATIONAL UNITS

As an extension of a continuing goal, all functions and affairs within the organization are being reviewed as to those responsibilities and staffing.

D. ORGANIZATIONAL COMMUNICATION

Throughout the life of this plan, efforts will be maintained and increased to establish a maximum of communication within the Division and across the College. This involves priority information through forums, meetings, conferences, and among students, faculty, administration and staff. It is critical that this category be included in order to force attention to an often overlooked commitment. Communication must be done consciously, not by accident.

STUDENT ENROLLMENT AND SUPPORT SERVICES

Definition: This major category of goals has occupied a centerpiece of the stage in the past twelve months. As the College encounters a five-year vascillation on enrollment projections, every effort must be made to maintain and strengthen enrollments both programatically and in general. The overall service role to students includes these activities enabling a student to be aware of the opportunities available through SCCC; the experiences related to being a student here and the support systems appropriate to assisting the student in succeeding in their educational endeavors both as a student and upon graduation.

A. STUDENT RECRUITMENT AND ENROLLMENT MANAGEMENT

Over the course of the planning period, activity must be developed and appropriately modified that will maximize the College's yield of all existing student populations and the exploration of additional populations that can benefit from the educational opportunities afforded through the College. These efforts must be coupled with an expanded and sustained effort to retain students and to facilitate the correlation of their needs with the numerous services the College provides for assisting them in the pursuit of their education. Enrollment management is the active effort to recruit, retain and sustain enrollment through teamwork, coeducational services and sensitivity to "educational consumerism."

B. COORDINATE TEAM APPROACH TO ALL STUDENT SERVICES

To extend, over the life of the planning period, the already initiated commitment to an Integrated Student Services Network (ISSN) that creates sharing and interdependency among student service specialists allowing for a maximum of student services while maintaining a reasonably low overhead for the total delivery of services and an expediency and comprehensiveness to the quality of these services.

C. CONTINUED IMPROVEMENT OF DIRECT STUDENT SERVICES

While the integration of all student services is a major effort, the need to improve specific services remains. Over the life of the planning period, various student services are being examined and evaluated (e.g. Category 1) and the process, quality and delivery of each service is being enhanced.

COMMUNITY NEEDS

Definition: This category refers to all of those initiative, programs (short and long-term), partnerships and cooperative efforts that enable the College to meet its stated mission of service to the community. Such activities include: Training programs for employers (current and prospective), employees, specialized community group activity, vocational and non-vocational credit fill programs, general continuing education and integration with private and public agencies, including local government to establish effective operations, and improve "quality of life" for the citizens and to establish the College as a legitimate partner in the maintenance of the cultural and economic prosperity of the community.

A. ASSESSMENT OF FUTURE PROGRAMS FOR EMPLOYER/EMPLOYEE SUPPORT IN THE COMMUNITY

Over the course of the planning period, the College will aggressively pursue those opportunities available to be a critical element in the economic stimulation of the county and region. Consistent with State and SUNY objectives, the College

has already positioned itself to continue to be and to extend its training and development services through The Capital District Economic Development Center, The Schenectady Economic Development Corporation (SEDC) and the other state and federal (PIC) outreach programs that are seeking to provide training and development opportunities.

B. PLANNING OF ALL COMMUNITY SERVICE OFFERINGS

Over the course of the planning period, the College will continue to expand its programming in the areas of vocational non-credit offerings in a wide variety of fields which will be concurrently supported through state aid, non-vocational community service, non-credit course offerings will continue to be a testing ground for creative ideas and community enrichment experiences. Further, the College will continue to explore appropriate non-credit, remedial and make-up academic work that can serve secondary and pre-secondary level students, with appropriate SUNY and State Education Department guidelines, as part of its overall community service programming effort.

C. IMPROVE LIAISON WITH COUNTY AND COUNTY AGENCIES

The College has, over the years, established effective relationships with the County and its agencies, and, over the next five years, there will be a commitment to extend and enhance those relationships. Examples include the already tight-working relationship existing due to the computer support provided the County and in the areas of library, outreach counseling, counseling and assessment services generally and civil service as well as maintenance and operations, purchasing and the current involvement with the department of planning.

FINANCIAL

Definition: All activity related to the development of resources and their management falls into this category. Over the life of the planning period, major commitments need to be made to establish a true forecast sense of traditional revenue sources through tuition and public funds (state and sponsor); accumulated fund balances; and earned revenue. Also, there needs to be further exploration of supplemental or alternative funding sources that are periodic or ad hoc through grants and the support of the Schenectady County Community College Foundation, Inc.

A. LONG RANGE FINANCIAL PLANNING

An often verbalized interest of legislators, trustees and staff has been the desire to establish a paradigm or financial forecast model for the College that is long range and takes enrollment vacillation, program development and capital project commitments into account. A major goal of this planning period will be the establishment of such a paradigm. Similarly, the long-range planning will deal not only with the revenue side but the expenditure side as well, so that a total financial picture can emerge.

B. ESTABLISH RELATIONSHIPS THROUGH SCCC FOUNDATION, INC.

The recent commitments of the SCCC Foundation, Inc. to a reorganization and a commitment to the development of a campaign for specific purposes affords opportunities for achieving several programs and goals currently unattainable with existing revenue sources. Over the course of the planning period, the College must establish clear targets for requesting support from the Foundation and provide, within all appropriate limits, whatever assistance it can to help the Foundation secure supplemental funding for college-related needs.

C. RESOURCE DEVELOPMENT (GRANTS/FOUNDATION)

As noted above, the exploration of supplemental revenue sources will be a major initiative of the planning period. "Development" (the pursuit of supplemental resources) will be a major responsibility at the President's and Deans' levels. Initiatives to coordinate the overall College development program will be developed through the President's level with some implication through the Deans.

FACILITY

Definition: Those initiatives and activities related to the maintenance, development, acquisition, improvement or modification of campus facilities including roads and grounds are included in the broad cluster of goals for the five-year planning period.

A. CAPITAL PROJECTS AND FACILITIES DEVELOPMENT

Extending the initiatives of the Facilities Assessment process conducted in 1984-85, this planning period will see a number of initiatives emerging as efforts to resolve those needs currently identified and to continue to assess and evaluate new needs. The major initiative will be to respond to the space deficiency needs and the need to improve the science laboratory facilities.

B. IMPROVE THE "QUALITY OF LIFE" ON THE TOTAL CAMPUS

This cluster of initiatives addresses the need to improve those areas in existence that are in need of repair, clean-up, replacement. Over the course of the five-year period, the administration will work aggressively, through a phased process, in cooperation with operating funds, capital funds, FSA and SGA support to improve the appearance and environment of the total campus. Also, there will be a continued commitment to address issues relating to health and safety during the course of this planning period.

C. CONTINUE MASTER PLANNING FOR TOTAL CAMPUS FACILITIES

During the five-year period, there will continue to be a regular evaluation of the facilities and campus areas, coupled with planning for future facilities and campus needs. There will be

an annual update of the campus master plan once such basic plan is established in 1985-86.

PROFESSIONAL DEVELOPMENT

Definition: Those activities designed to develop the skills, potential, productivity and effectiveness of staff working in all capacities for the College will be an on-going activity during the five-year planning period.

A. FACULTY/PROFESSIONAL STAFF DEVELOPMENT

Initiatives will be explored to support and encourage Faculty and Professional staff development. The efforts of the Institutional Development Committee will be encouraged and supported. Efforts will be made to encourage personal growth and development through the aid of consortium and/or grants, sabbatical leave, campus visitation.

B. ADMINISTRATION AND SUPPORT STAFF DEVELOPMENT

Equally important over the course of the planning period is the need to commit to a continuing series of development efforts for Administrative and Clerical and Maintenance support staff. Greater knowledge of computer use, telecommunications, office automation, telephone use and resource management.

Planning Futures and Curriculum

EVALUATION AND ASSESSMENT OF EXISTING PROGRAMS

In planning futures and curriculum, it is necessary to continually evaluate existing programs. This has been accomplished in several important ways during the past year.

Re-accreditation by Middle States Association

Schenectady County Community College marked an important milestone in December 1984 when its accreditation was reaffirmed for a five-year period by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

The Middle States Association is a non-profit association which serves elementary, secondary, and higher educational institutions through programs of self-study, evaluation and accreditation, and other developmental services. Accreditation by the Middle States Association signifies that an institution is guided by well-defined and appropriate goals, that it has established conditions and procedures under which its goals can be realized, and that it is substantially accomplishing those goals.

Accreditation is conferred for a 10-year period, but it necessitates a periodic review by the institution after five years. The Periodic Review Report is expected to include responses to, and progress on, recommendations made by the Commission when re-accreditation was conferred.

A College-wide committee gathered information and prepared a draft report. SCCC's Periodic Review Report was accepted and the follow-up report on two in-progress items was accepted in December 1985. The Commission chairman's letter said in part:

> "Because of the excellent, detailed response and the significant progress made by the College, the Commission determined that further reports . . . and a staff visit are not necessary."

The last re-accreditation was in 1979, and the next evaluation will occur in the 1988-89 academic year. The unqualified acceptance of this report and the Commission's accolades are strong evidence of the strength and vitality of this institution.

Re-registration by State Education Department

An equally significant occurrence for the College is the re-registration of all degree and certificate programs by the New York State Education Department.

The State Education Department is the administrative agency for the Board of Regents, and, since the Board of Regents grants colleges the authority to award degrees and certificates in registered programs, the State Education Department re-registration is extremely important.

The process, which occurs about every five years, included the preparation by Schenectady County Community College of a written report to the State Education Department and a State Education Department team visit to the campus. Although initially concerned with the condition of basement laboratories in Elston Hall, the Department has responded favorably to the College's plans to relocate its science and technology facilities to 60 Washington Avenue. The timely response of Trustees and the County to these concerns precluded any further negative response.

Program Reviews

The program review process at Schenectady County Community College is integrated into the planning process and is neither casual nor cosmetic. The eight levels of review are shown on the Program Review Process chart. The final recommendations from the Review Committee to the faculty sometimes indicate substantive changes.

For example, the changes in program name and requirements for the Hospitality Management certificate and for the Management Engineering Technology degree were implementations of program review recommendations in 1984-85. The deactivation of the medical option in the Secretarial Science degree program was also a recommendation in the program review. Two other programs were reviewed in 1984-85.

Four programs are under review during the 1985-86 academic year. The Schedule Action Status Chart in the Office of the Assistant Dean of Academic Affairs is updated each year to show the current schedule for action on every program. Dates may be shown for Letter of Intent, Proposal, Implemented, Last Review, Action, and Scheduled Review with notes on Action Taken After Last Review and other Structural Changes.

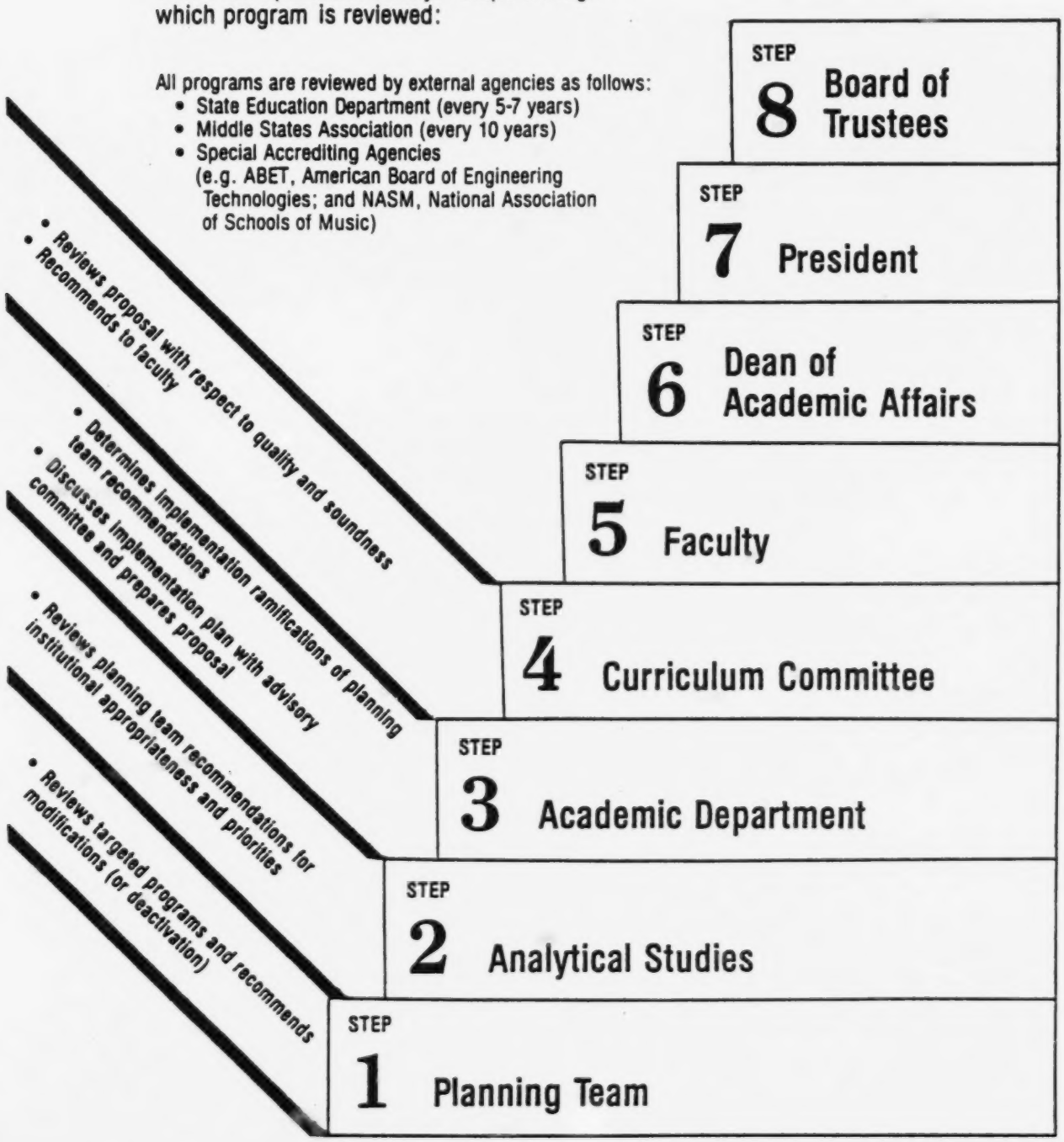
Program reviews and other planning activities may lead to recommendation of a new course or courses not specific to just a few programs. Technical and Professional Writing (ENG 211), three credits, is such a course and is in the SCCC catalog for the first time this year. Students enrolled in the course complete the oral and written assignments using material in their own program fields.

Program Review Process

Each year, through the planning process, programs are targeted for review based on enrollment and graduation data, on need to update, or as determined by department or by Dean. Planning teams are provided with the attached Program Review Guidelines and Schedule Action Status (SAS) Chart, both of which are updated annually. Steps through which program is reviewed:

All programs are reviewed by external agencies as follows:

- State Education Department (every 5-7 years)
- Middle States Association (every 10 years)
- Special Accrediting Agencies (e.g. ABET, American Board of Engineering Technologies; and NASM, National Association of Schools of Music)


STEP 8 Board of Trustees
STEP 7 President
STEP 6 Dean of Academic Affairs
STEP 5 Faculty
STEP 4 Curriculum Committee
STEP 3 Academic Department
STEP 2 Analytical Studies
STEP 1 Planning Team
• Reviews proposal with respect to quality and soundness
• Recommends to faculty
• Determines implementation ramifications of planning team recommendations
• Discusses implementation plan with advisory committee and prepares proposal
• Reviews planning team recommendations for institutional appropriateness and priorities
• Reviews targeted programs and recommends modifications (or deactivation)

Program Recognitions

Individual programs or groups of programs may be evaluated for recognition in their specific fields. For instance:

The Performing Arts: Music Associate in Science degree program has been accredited by the National Association of Schools of Music. A detailed self-study submitted to the NASM, supported by a campus visit by evaluators, led to the accreditation.

The freshman Music class in Fall 1984 was the largest ever, and 24 students completed the first year. A highlight of the year was the performance of two joint Christmas concerts with the College of Saint Rose chorus, which were very well received.

The Developmental Studies Unit received the Status of Exemplary Developmental Program award in August 1985 and will be included in the National Directory of Exemplary Developmental Programs. This project is sponsored by the Center for Developmental Education, Appalachian State University, Boone, N.C.

Such recognition is not casual or accidental, and these two significant recognitions illustrate the spectrum of excellence in <u>all</u> the programs and services at Schenectady County Community College.

DEVELOPMENT OF INNOVATIVE CURRICULUM EFFORTS

New and Proposed Programs

The development of new programs is ongoing at the College as it responds to needs and interests of the community. Academic Year 1985 saw the investigation of Telecommunications Technology as an emerging program field; and two existing programs were updated, revised, and renamed.

The Hospitality Management certificate has become the Tourism, Sales, and Convention Management certificate, which reflects a major trend in the hospitality industry. The Management Engineering Technology A.A.S. degree program has been re-named Industrial Technology. This revised and updated program is expected to attract a broader range of students than did M.E.T., which was closely tied to General Electric's apprentice program and available only in the evenings.

The proposed Associate in Science degree program in Telecommunications: Management has been developed and, of this writing (January 1986), has been submitted for approvals. Also, a letter of intent has been sent to SUNY Central Administration concerning the development of a two-year degree progam in Travel and Tourism.

The chart titled "New Program Development Process" shows the steps involved in taking a program idea from conception to a completed proposal ready for submission to SUNY.

The programs in Data Processing, Word Processing, and Computer Science, all new programs in Fall 1983, graduated their first classes in May 1985 with very high job placement and college transfer rates.

New Program Development Process

(MUST BE COMPLETED WITHIN TWO YEARS OR NEW LETTER OF INTENT REQUIRED)

Proposal goes to SUNY Central for approval (should be submitted six months before planned implementation date), then to State Education Department for registration.

Implementation (usually 1 to 1½ years after submission of Letter of Intent).

IV Preparation of New Program Proposal:

Contains the following information: description of curriculum, planning factors, need and student interest, purpose of curriculum (transfer or employment), five year enrollment projections, five year budget projections, library resources to support program, program review procedures, academic advisement services, new course descriptions, vitae of faculty involved in program, Presidential and Board of Trustees approvals received.

III Program Development Begins:

Advisory Committee Consulted
Curricular Objectives Determined
Employment or Transfer Potential Identified
Need and Student Interest Surveys Carried Out
Equipment and Personnel Resources Identified
Instructional Methods Determined
Courses Developed
Curriculum Outline Established
Departmental, Curriculum Committee and Faculty Approvals Received

II Letter of Intent is Submitted to SUNY Central

[45 days until College receives SUNY response]

Contains the following information:
- Program Title
- Planning Factors (other similar programs at College and elsewhere in service area)
- Need
- Fiscal Factors
- Five Year Projected Enrollment
- Five Year Projected Budget
- Board of Trustees Approval Needed

I Program Idea is Conceived:

Through:
- Advisory Committee
- Departmental Planning Team
- Department Chair
- Academic Dean
- Other Source

STRENGTHENING PROGRAMS (EQUIPMENT/CURRICULUM)

Grants Awarded to SCCC

Vocational Education Administration grants (The Federal Perkins Act monies) totalling $72,373 for the 1985-86 year are supporting acquisition of computer software in the Developmental Studies Unit Learning Center, expansion of information services to disabled students, the purchase of additional terminals and peripherals for the Prime Computer to strengthen the Data Processing program, and the purchase of robotics equipment to enhance the Electrical Technology lab. The Federally targeted populations being served by this grant are the handicapped, the disadvantaged, adults in need of retraining, and single parents and homemakers.

An Education for Economic Security Act Title II grant of $40,000, entitled Improving Elementary and Early Secondary Mathematics Instruction, has been awarded to SCCC enabling the College to plan and implement a summer institute of in-service mathematics refresher education for local elementary and secondary teachers to improve their instructional skills. This is a pioneering program, strongly endorsed by the State Education Department, that uses the resources of the community college to benefit the commitments of the Regents Action Plan for Secondary Education.

Perhaps our greatest pride is participation in a two-year continuation grant of $208,000 from the National Endowment for the Humanities which was awarded to a consortium of eight area colleges, with SCCC as the lead institution. Two SCCC instructors, one from Humanities and Social Sciences and one from Mathematics, Sciences and Technology, are involved in the planning and development of a year-long course integrating science and the humanities. This grant was initiated by the staff at SCCC and is a model program that will have national impact when the integrated Humanities/Technology course is completed.

There are two continuing grants to the Library Resources Center. One supports the retrospective conversion of the book collection to the security system. The other grant funds the upgrading of a special collection of books in the Food Service field, a collection shared with other colleges in a regional cooperative system.

RESEARCHING FACILITY/SPACE AND ENROLLMENT FORECASTS

Gift of 60 Washington Avenue

In November 1985 the General Electric Company, as a result of efforts by the County Manager's office, Legislators, the Trustees, and the College administration, agreed to donate the land and 22,000-square-foot building at 60 Washington Avenue to Schenectady County as an addition to Schenectady County Community College.

The building, after renovation, will house the Center for Science and Technology to be established at the College next year. The Center will open new educational and career opportunities for recent area high school graduates and offer an expanded range of technical education and skills training for returning adult students and their employers.

This landmark action is a bold step forward for the College as it adds desperately needed space and an opportunity for the College to explore and develop important curricula to the future diversification of Schenectady's economy. The development of this facility and its functions will be a major college activity for 1986.

"Rowlands Report" - Facilities Audit and the Response

The comprehensive audit of physical facilities performed by Mr. Ellis Rowlands, former Director of Physical Facilities for the entire SUNY system, was received by the College's Board of Trustees in January 1985. Review of this report was substantial, and the Trustees approved a supplementary agreement with the College's architectural firm of Cataldo and Waters to propose a solution to the 40,000-square-foot deficiency in space identified in the Rowlands Report.

A number of recommendations were reviewed over the next five months, but major focus shifted when, through the efforts of the Office of the County Manager and the Board of Representatives, initial discussions began with General Electric regarding the availability of 60 Washington Avenue. The acquisition of this 22,000-square-foot facility and the transference of a number of current functions from Elston Hall to that facility enable the College to review the Rowlands' recommendations. Further, changes in enrollment trends have relieved the space pressure although the "intensity of use" of the 60-year-old facility, its many maintenance problems, and the need for equipment upgrade continue to be major concerns for the College in the area of capital improvement.

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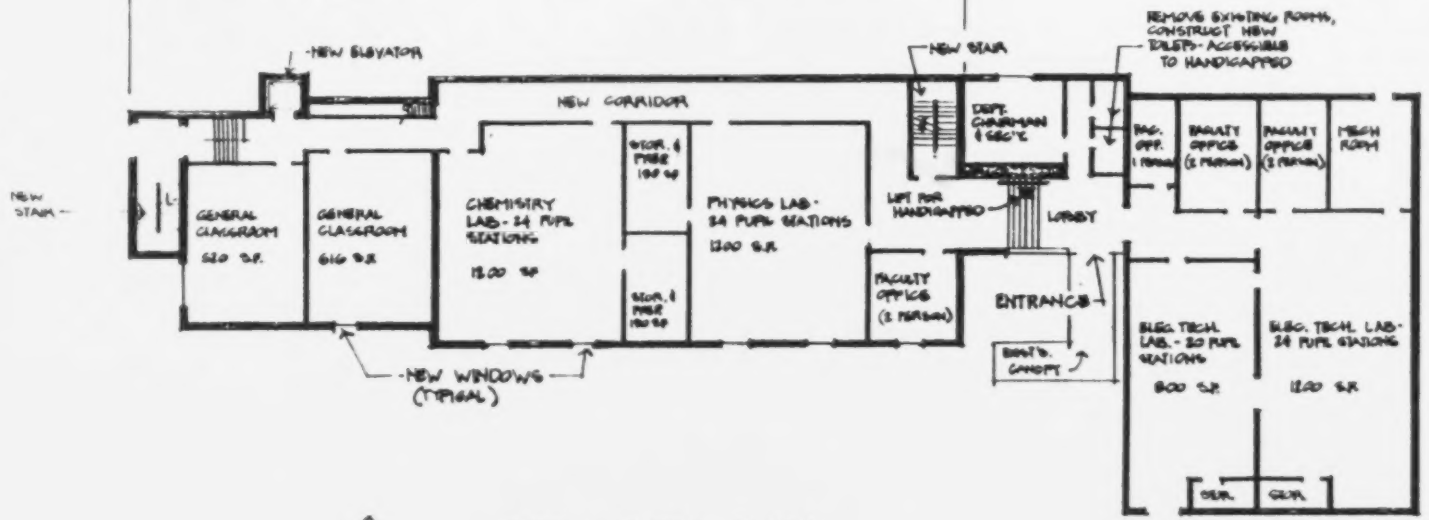
GROSS SQUARE FOOTAGE

EXISTING BASEMENT	5,930
EXISTING FIRST FLOOR	10,500
EXISTING SECOND FLOOR	2,620
NEW - ELEVATOR, STAIRS & CORRIDOR	1,280
	20,330 S.F. TOTAL

MAJOR RECONSTRUCTION
BASEMENT, FIRST FLOOR, SECOND FLOOR - ORIGINAL BLDG.



NORTH

FIRST FLOOR PLAN

NOTE: THIS PLAN IS SCHEMATIC AND THEREFORE SUBJECT TO REVISION AS MAY BE REQUIRED BY FURTHER INVESTIGATION OF THE CONDITIONS OF THE EXISTING STRUCTURE.

ROUTE 5

REVISED 3/6/86

SCALE 1" = 20'	SCHEMATIC PROPOSED CONVERSION OF 60 WASHINGTON AVENUE FOR SCHENECTADY COUNTY COMMUNITY COLLEGE
DRAWN	
CHECKED	
CONTRACTOR SHALL VERIFY ALL DIMENSIONS AT SITE	CATALDO and WATERS, Architects, P.C. 142 DROMS ROAD SCOTIA, NEW YORK 12302
DATE 9/6/85	DRAWING NO. 1

26

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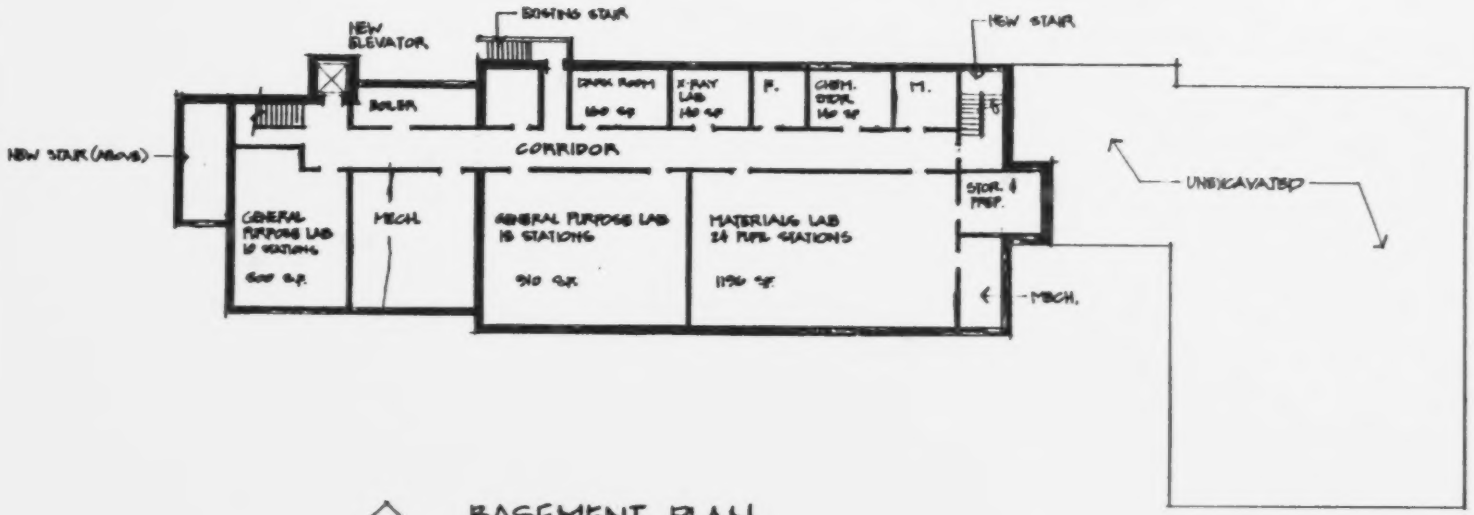

NORTH

BASEMENT PLAN

NOTE: THIS PLAN IS SCHEMATIC AND DIMENSIONS SUBJECT TO REVISION AS MAY BE REQUIRED BY FURTHER INVESTIGATION OF THE CONDITIONS OF THE EXISTING STRUCTURE.

REVISED 9/6/85

SCALE 1" = 20'	SCHEMATIC PROPOSED CONVERSION OF 60 WASHINGTON AVENUE FOR SCHENECTADY COUNTY COMMUNITY COLLEGE
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CONTRACTOR SHALL VERIFY ALL DIMENSIONS AT SITE	CATALDO and WATERS, Architects, P.C. 142 DROMS ROAD SCOTIA, NEW YORK 12302
DATE 9/5/85	DRAWING NO. 2

27

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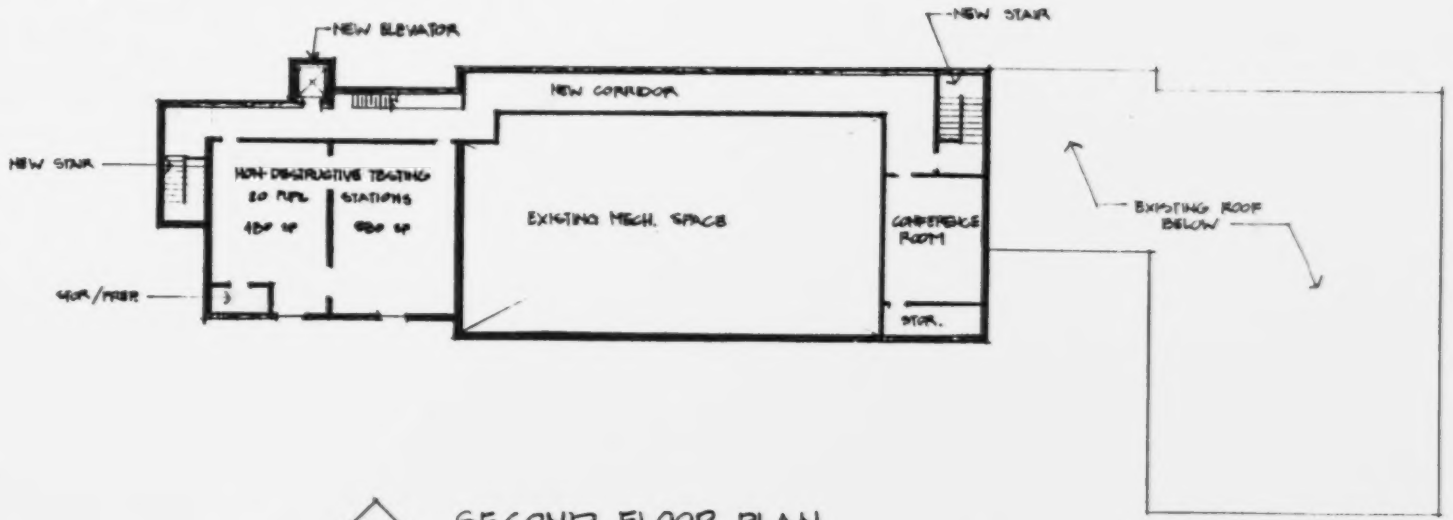

NORTH

SECOND FLOOR PLAN

NOTE: THIS PLAN IS SCHEMATIC AND THEREFORE SUBJECT TO REVISION AS MAY BE REQUIRED BY FURTHER INVESTIGATION OF THE CONDITIONS OF THE EXISTING STRUCTURE.

REVISED 9/6/85

SCALE 1" = 20'	SCHEMATIC PROPOSED CONVERSION OF 60 WASHINGTON AVENUE FOR SCHENECTADY COUNTY COMMUNITY COLLEGE
DRAWN	
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CONTRACTOR SHALL VERIFY ALL DIMENSIONS AT SITE	CATALDO and WATERS, Architects, P.C. 142 DROMS ROAD SCOTIA, NEW YORK 12302
DATE 9/5/85	DRAWING NO. 3

28

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Organizational Development

DEVELOPMENT OF COMPUTER SYSTEMS

Mainframe Computer Up-grade

The upgrading of the mainframe computer to the Sperry 1100/71 has become operational in the past year. Details of this will be reviewed in the section titled "Improvement of Liaison with County and County Agencies."

The Prime Computer system for academic use has been expanded during the past year from 35 stations to a capacity of 60 stations.

The Learning Center now has micro-computers which provide computer-assisted instruction in basic skills.

Acquisition of Discover II Computer Program

Discover II is a computer-based, career-planning system which personalizes career assessment. By reviewing a student's interests, abilities, values and job requirements, it can list appropriate jobs, career outlooks, training or education sites, costs of training, starting salaries, and similar data. The Discover II computer program is available on a TRS-80, Tandy microcomputer, in the Office of Student Development Services. The software and computer were made possible, in part, by a gift from the Elfun Society of the General Electric Company.

The Outreach Counseling Program also has Discover II with software specific to adult students. These programs are expected to be very helpful in appealing to non-traditional students. They also help us provide better data and job placement services to students.

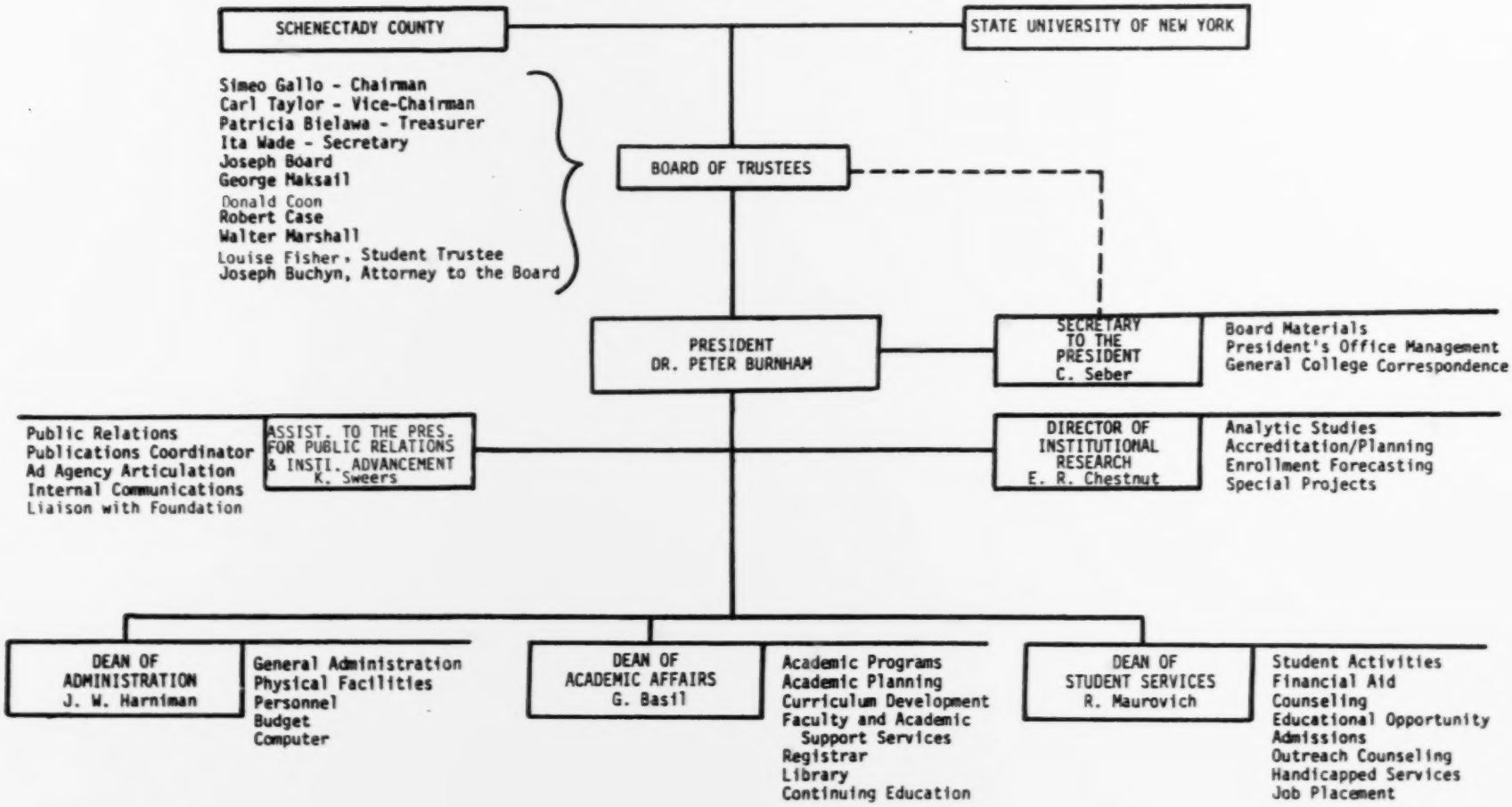
During the Fall 1985, a "Discover Your Future" series of evening community service programs was developed and offered several times. To date, 100 community people have attended these workshops, with one-third of these people later applying and attending SCCC.

DEFINITION OF ALL ORGANIZATIONAL UNITS

The charts on the following two pages present the College's organizational structure as a whole, and in the area of student services.

The Division of Student Services underwent a complete reorganization intended to streamline that operation and provide for more efficient contact with students. This is reviewed in detail under the section titled "Coordinating a Team Approach to All Student Service Functions."

ORGANIZATIONAL CHART 1985/86 SCHENECTADY COUNTY COMMUNITY COLLEGE



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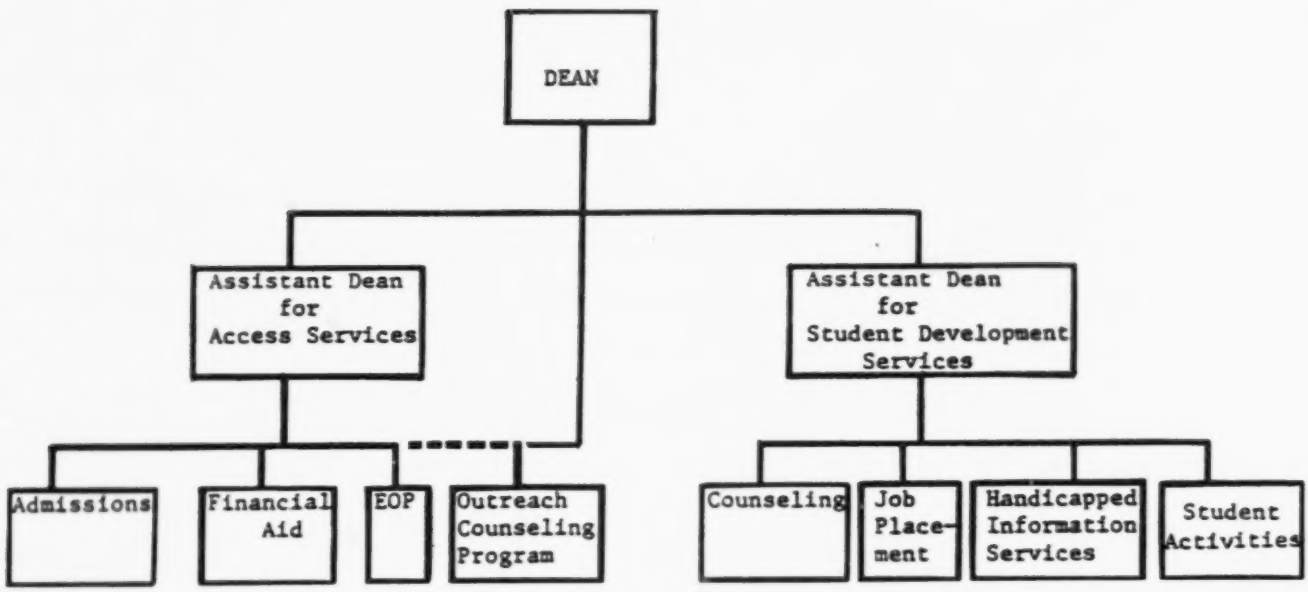
ORGANIZATION

of

DIVISION OF STUDENT SERVICES



Due to the unique sponsor relationship between the College and the State University of New York for the Outreach Counseling Program, its Coordinator, while maintaining a coordinating function with the Assistant Dean for Access Services, will continue to report for supervisory and budgetary purposes to the Dean of Student Affairs.

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THE BINNEKILL

Week of January 27, 1986 Schenectady County Community College Volume II, No. XIX

Trustees Approve Telecommunications Proposal

The College's Board of Trustee
week approved the program
an associate degree i
tions: Managemen

The new
students
SUNY and t
It will be
a minimum of

Telecommunicat
marily a busine
computer science
ductory telecomm
curriculum is des
complement the exi
science degree prog
tions at the SUNY Co
at Utica/Rome.

Welcome,

The College welcomes its
Donald G. M. Coon, Jr.

Mr. Coon is a new member of
Board of Representatives, wh
him to the College post this month. He also is supervisor of the Bureau of Land Management in the state Office of General Services.

An active member of the community, Mr. Coon also participates in the Scotia Rotary; Schenectady YMCA Health Club; Sigma Bodies, A.A.S.R.; Franklin Lodge #90 F & AM; St. George's Commandery #37 K.T.; and Cypress Temple.

REFINEMENT OF ORGANIZATIONAL COMMUNICATIONS

Consolidating Publications

One of the most important steps initiated to improve campus communication was the introduction of The Binnekill, a weekly, College-wide publication. This news-letter includes a calendar of events, timely announcements, information about students and faculty, and other pertinent information.

The Binnekill is much broader in scope than the student activities calendar and the occasional faculty news bulletin that it replaced. But, more than that, it offers an opportunity for columns on campus issues and it seeks to stimulate broader interest in matters that will affect the College's community.

TT Corp. Recruiting On Campus

s from the Marriott Corp. are
planning to tap the talent of
's Culinary Arts department.
viewers will be on campus Tues-
to speak with potential
trainees, back-of-the-house
od production workers.

tation is scheduled from
a.m. in the Mohawk Room,
al interviews conducted
t Office, Student
(Room 222).

eduled in advance
ns: The Marriott
located in all
Marriott Hotels
Also, inter-
prepared for

positions are out-of-town,
prospective employees will have
locate after graduation. For further
information, stop by the Job Placement Office to review brochures on the Marriott Corp.

Goodbye Fran

SCCC would like to bid a fond farewell and best wishes for health and happiness to Fran Speck on her retirement. Fran has been serving as the FSA/SGA bookkeeper for the past 11 years and will be dearly missed by all of her friends and colleagues.

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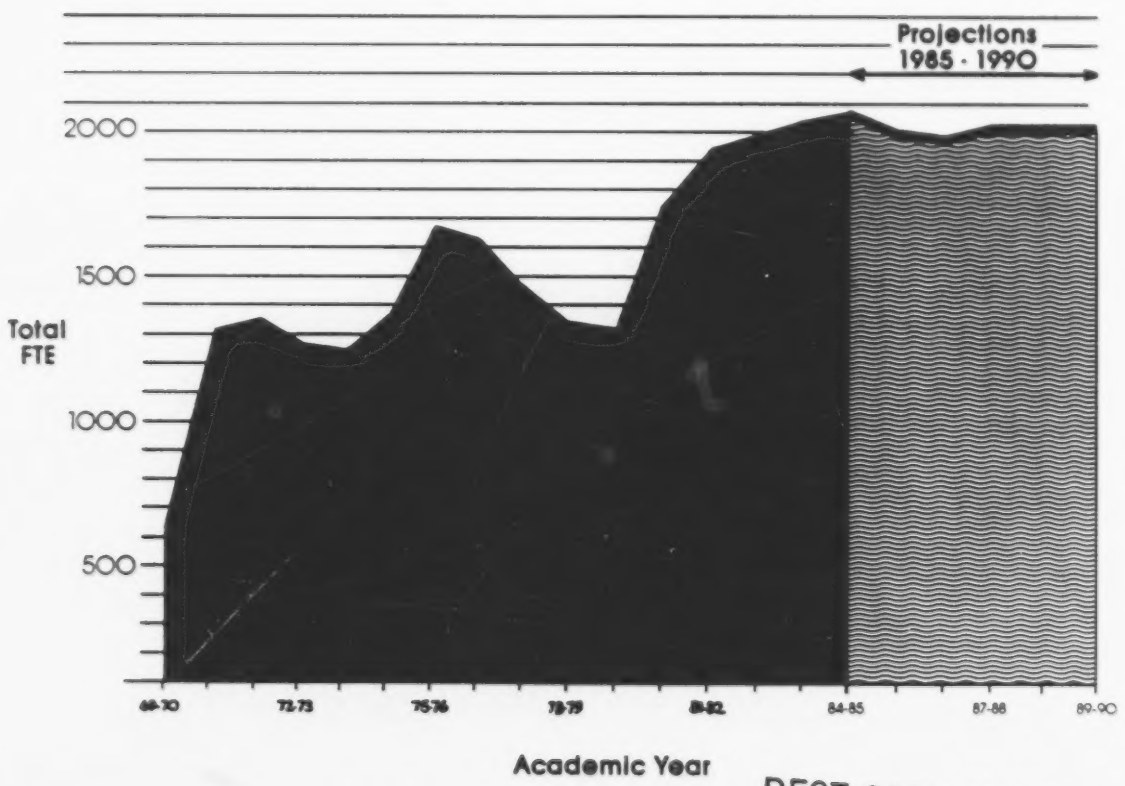
Student Enrollment and Support Services

Enrollment Management

The leveling-off of enrollments at SCCC is a trend forecast that we expect to occur to the end of the decade. It is our expectation that enrollment will continue to stay at approximately 1950-2000 full-time equivalent students for the average of the next few years. This is down from a high of 2160 in 1984, but the total headcount of approximately 3300 in 1984-85 will stay generally constant while the various components of this headcount will continue to vacillate.

First-time, full-time students, particularly recent high school graduates, will decrease slightly or remain constant over the next year or two. It is our hope that this component can be positively influenced by the existence of new curricula (Telecommunications/Travel Tourism) and the new initiatives provided by the Center for Science and Technology.

Historical/Projections Total FTE Enrollment



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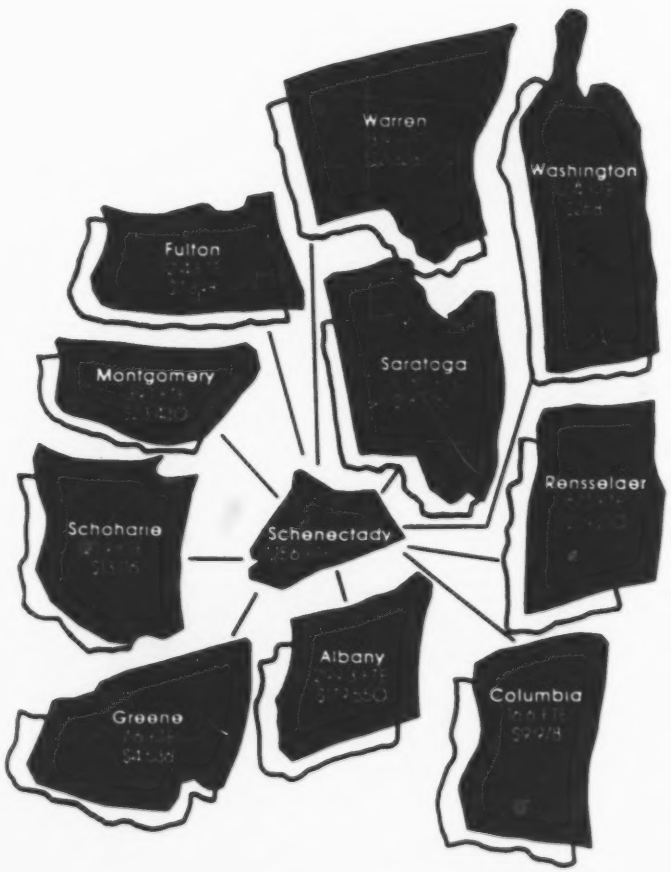
A major goal for our recruiting program is to keep Schenectady County high school graduates who attend community college in New York State in Schenectady. The reduction in the County's chargeback payouts can be translated into savings and more support for Schenectady County Community College. It will take up-front investment efforts such as the County's strong advocacy and support for the acquisition and renovation of 60 Washington Avenue, as well as the continued hard work and effort to improve our program and our campus in order for us to affect the "chargeback-out" trend, but we believe we can do it. We will be monitoring the condition closely.

Yet, the basic population of 18-year-olds is declining for several years until the early 90's; until then, the College must manage its enrollment to encourage more adults, transfers, part-time, and "non-traditional" student populations. Further, our efforts to support business and industry, address the needs of our community and provide quality education at a reasonable price will influence our future.

Actual 1984-1985 Chargeback Revenue



Enrollment Mix

Non-Resident	40.1
County Resident	59.9

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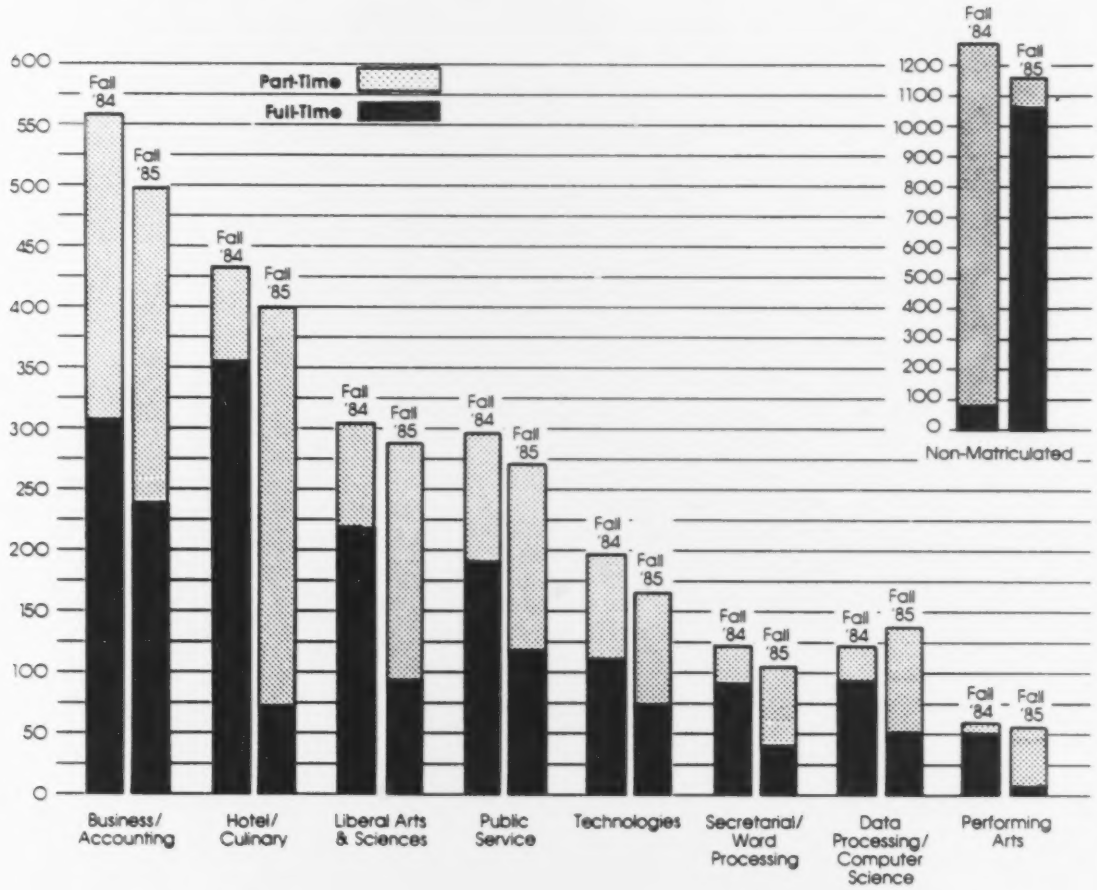
Retention efforts are part of Enrollment Management as well. The potential consequences of Federal financial aid cutbacks could have severe impact on our enrollment since two-thirds of our students benefit through either guaranteed student loans or the Federal financial aid programs. Flexible scheduling, counseling and guidance, and academic support services are tactics we need to emphasize to keep our clients here.

The challenges of enrollment are significant in 1986, but we believe that we have positioned ourselves well to ride out the leveling-off period.

Headcount (Credit) Enrollment by Program Cluster



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New Outreach Program to Appeal to Non-traditional Students

Schenectady County Community College depends heavily on attracting substantial numbers of non-traditional students each year. Non-traditional students are older than our recent high-school graduates; they have been out of school longer; they often have jobs and families; and attend school part time. Therefore, instead of traditional recruiting, newspaper and radio advertising targeted to this audience has the best chance of reaching a broad segment of the whole community. The advertising in newspapers and on radio has featured photographs of non-traditional students and their statements about their very positive experience at SCCC. These campaigns are geared directly to these individuals, but also influence them as parents to consider SCCC for their children.

SCCC representatives are also visiting local agencies, organizations, and businesses to make employees aware of the educational opportunities available to them at SCCC. We want to reach our adult population. The declining number of 18-year-olds makes this a recruiting necessity, but also, this College is a very desirable option for returning adults. The Carl Company, Ellis Hospital and St. Clare's Hospital are among the businesses where the College has made presentations.

For the recent high school student and prospective high school graduates, efforts are continually made to expose the College to area high schools, both students and staff, and particularly guidance personnel.

First SCCC Foundation Scholars

In Fall 1985 three Schenectady County Community College Foundation Scholars were enrolled, two of them for their second year. These are the first scholarships funded by the SCCC Foundation, Inc. The endowment funds which support the scholarships were proceeds from the Sixtieth Anniversary Celebration and from the four Scholarship Dances in 1981-84.

The current Foundation Scholarships are $1,000 each to be paid out in four payments of $250 in four consecutive terms. These are merit scholarships and, thus, provide an extra incentive for very good students to choose SCCC. Two of the three current Foundation scholars are graduates of high schools in Schenectady County.

By recent action, the Board of Directors of the Foundation voted to increase the value of scholarships commencing in Fall 1986 to $500 per semester. It is the hope that more highly qualified, local students will consider Schenectady County Community College as their first choice.

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Student Profile

1983

Age: **25.6**
Day: **60%** Evening: **40%**
Full-time: **43%** Part-time: **57%**
Curriculum
Transfer: **16%**
Career: **43%**
Certificate: **3%**
Non-Matriculated: **38%**

Sex
Female: **54%**
Male: **46%**
Residence
Schenectady County: **62%**
Other Counties: **37%**
Out-of-State: **1%**

1984

Age: **25.9**
Day: **58%** Evening: **42%**
Full-time: **43%** Part-time: **57%**
Curriculum
Transfer: **16%**
Career: **43%**
Certificate: **4%**
Non-Matriculated: **37%**

Sex
Female: **55%**
Male: **45%**
Residence
Schenectady County: **64%**
Other Counties: **35%**
Out-of-State: **1%**

1985

Age: **27.6**
Day: **55%** Evening: **45%**
Full-time: **40%** Part-time: **60%**
Curriculum
Transfer: **17%**
Career: **43%**
Certificate: **4%**
Non-Matriculated: **36%**

Sex
Female: **55%**
Male: **45%**
Residence
Schenectady County: **59%**
Other Counties: **40%**
Out-of-State: **1%**

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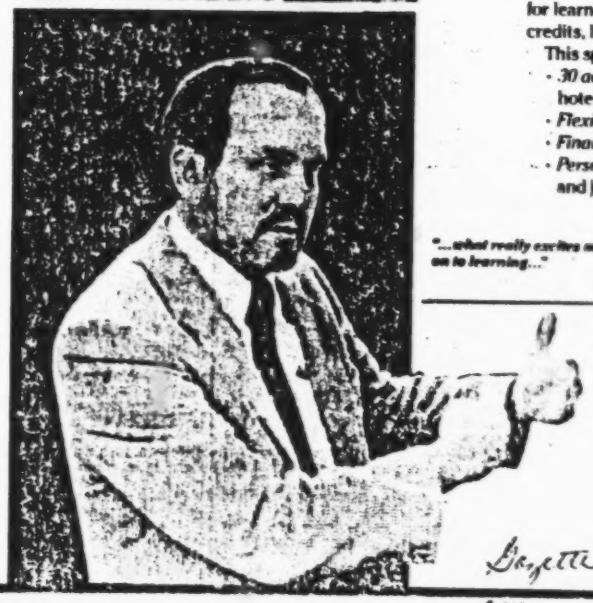
"...my students come away with a new perspective and an appreciation of what they're working toward..."
–Professor George Lockyer

"...my teachers helped me learn to push myself. When I transferred to Siena College, I knew I could do well at any school."
–Christine Underhill

"...my student internship showed me how to get things done in the real world..."
–Richard Wilkins



EDUCATION · EXPERIENCE · EXCELLENCE

"...Schenectady County Community College showed me I could do it all..."

–Elizabeth Gemmette

At Schenectady County Community College, we believe in a tradition–a tradition of academic excellence combined with practical experience. Professors like George Lockyer and Tom Baker enrich their classes with experience and a passion for learning. Whether you're returning to school as an adult, like Liz; seeking new job skills, like Richard; or earning transfer credits, like Christine–you'll find the quality of education you need and expect at Schenectady County Community College.

This spring, the tradition continues at Schenectady County Community College with...

- *30 academic and career programs* ranging from computers and high technology to business, word processing and hotel management
- *Flexible classes* that mesh with your busy life, with courses scheduled weekdays, evenings and Saturdays
- *Financial aid available* for both full-time and part-time students
- *Personalized services* offered days and evenings, including on-the-spot admissions, course planning, career counseling and job placement.

"...what really excites me about my job is turning students on to learning..."
–Professor Thomas Baker

An Equal Opportunity Affirmative Action Institution

The Tradition Continues

Schenectady County COMMUNITY COLLEGE

Call SCCC today for more information and a free Spring 1986 bulletin: (518) 346-6211.
Registration – January 15 & 16. Late registration – January 20-27. Classes begin January 20.

Gemmette 11/15/85

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COORDINATING A TEAM APPROACH TO ALL STUDENT SERVICE FUNCTIONS

Expansion and Improvement of Student Services

Reorganization of the Student Services Division was a major focus of organizational change in 1985. Long-standing difficulties in service delivery and coordination, coupled with concern for improved customer/student service and responsiveness to special student populations, such as evening and part-time students, pointed to the need for reorganization. Physical relocation was also desirable: students can now avail themselves of one-stop service in the Offices of Admissions, Financial Aid and Educational Opportunity Program, all located in the same area.

The organization chart for the Division of Student Services shows two Assistant Deans each with responsibility for four services. The two groups of services are called the Office of Access Services, which includes Admissions, Financial Aid, Educational Opportunity Program, and Outreach Counseling; and the Office of Student Development Services, which includes Counseling, Job Placement Services, Disabled Student Services, and Student Activities.

In March 1985, the Board of Trustees of the College approved the reorganization to establish the two service "clusters": "Access" services for incoming students, and "Development" services for those who are here. Putting ideas on paper into reality was the challenge faced during the Summer 1985.

The physical relocation of offices was necessary to establish the "cluster" identity and to create a conducive, supportive, convenient environment for students. It also provided an opportunity for the eight original "one-person shops" to establish cooperative, job-sharing, teamwork approaches to providing quality student service.

Both the physical locations and the pedagogical shifting created pressure for staff, but the outcome has been extraordinary in terms of efficiency, improved service, expedient response to the student needs and the building of an esprit de corps among student service personnel, which is paying strong dividends in terms of leadership, initiative and fine-tuning.

More needs to be done, and staff heads are wearing multiple hats, but the "student-first" approach is taking and the word is out that Schenectady County Community College really cares about the person.

Increase in Number of Financial Aid Recipients and Aid Received

In addition to the services provided for students after they exit from college, the ability for many of our students to complete college itself is dictated by the availability of financial aid.

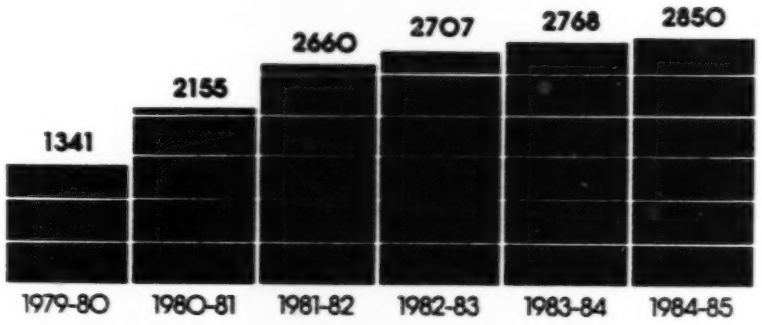
Financial aid has become an incredibly important part of the college experience, and the maintenance of a viable college financial aid program is necessary for this institution to survive and to be competitive in the enrollment marketplace.

The table on the following page illustrates the growth in numbers of students seeking financial aid support and the total dollars received in the aggregate from all the financial aid programs, including federal, state, and others. More than $2,700,000 in financial aid was received by this College and by its students in fiscal year 1984-85. This significant investment of "third-party payers" reflects the extraordinary degree of support for education coming from outside of the student's pocketbook. The vast majority of these funds come through the State-based Tuition Assistance Program (TAP) and the Federal Pell Grant Program.

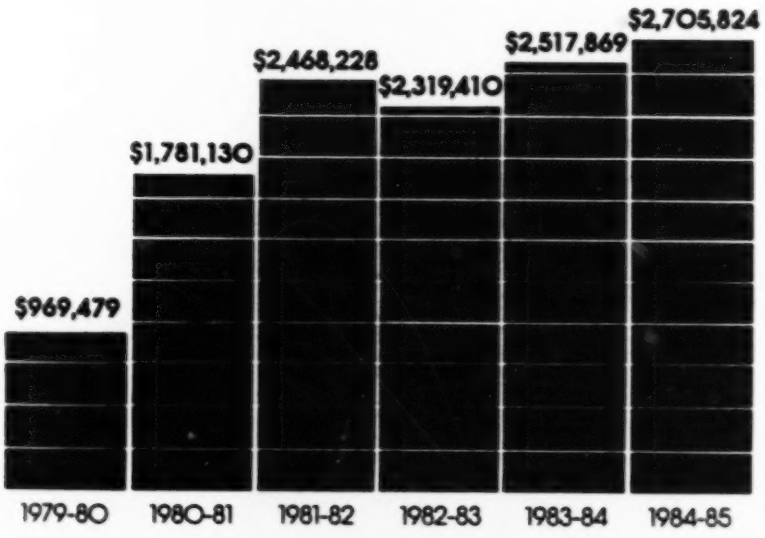
Last year the State of New York enacted a supplemental Aid to Part-Time Study program designed specifically to aid the student taking six to eleven credit hours. Schenectady County Community College was among the first colleges to offer this aid to part-time students in Fall 1984. Since that time, 140 part-time students at SCCC have received a total of more than $42,000 in these grants.

Our financial aid personnel go out as active recruiters under the Access Services model of organization. They present financial aid workshops to high school students on site and to parent groups and other agency groups; they want the community to know what is available.

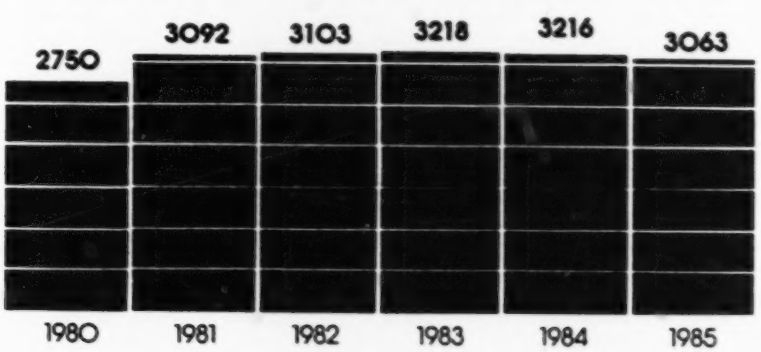
Number of Recipients: Financial Aid Program 1979-80 Through 1984-85



Amount of Aid Received: Financial Aid Program 1979-80 Through 1984-85



Total Credit Headcount Enrollment



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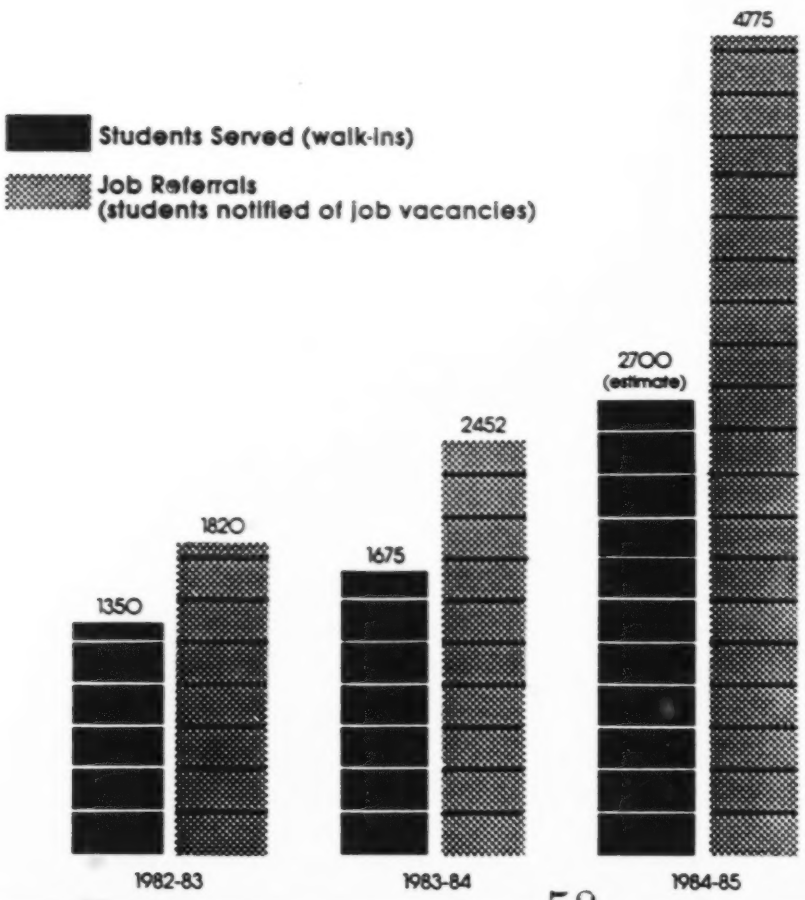
Job Placement Services

It doesn't do the student any good if his education here doesn't help him achieve his goal. For students seeking employment, 1985 was an excellent year. The Office of Job Placement Services is the key to the job network for our students.

Job Placement Services are available for part-time employment, usually during the school year; seasonal employment, usually summers and Christmas vacation; and full-time employment, usually at the time of graduation. Training in job search skills, reviewing resumes, and training students for interviews are all available. Credential files are kept for students registered with the Office and forwarded to employers at the student's request. Job listings are posted and registered students are notified of appropriate job openings and referred to employers.

As liaison between students and employers, the Job Placement Office brings recruiters on campus and schedules student interviews at students' requests. Career/Employer Information files also are available to students.

Summary of Job Placement Services Provided to Students



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IN 1985, THESE LOCAL EMPLOYERS HIRED SCCC GRADUATES

Americana Inn
A.W. Lawrence Insurance Co.
Baptist Retirement Center
Boston Store
Brad Cable
Campbell Plastics
The Carl Company
Coleco Industries
Ellis Hospital
Friendly Restaurants
General Electric Company
Golub Corporation
Intermagnetics General
Knolls Atomic Power Laboratory
Mechanical Technology
Mohawk Club
Montgomery Wards
New York Telephone
Norstar Bank
Northeast Savings
O.D. Heck
Ramada Inn
Roy Matthews TV
St. Clare's Hospital
St. Rose (College of)
Schenectady Chemicals
Schenectady School Systems
Schenectady County Dept. of Social Services
Schenectady County Dept. of Engineering
Sunnyview Hospital
Turf Inn
Union College
WMHT-TV

The significance of this list is testimony to the concept that the College keeps tax dollars in our community and region. It helps people here, in Schenectady, as both residents and workers, and is a vital resource to some of our most important employers.

Articulation Agreements with Four-Year Colleges

Students graduating with an Associate in Arts or Associate in Science degree are assured admission to State University of New York four-year colleges. They may also transfer to other public and private four-year colleges which recognize SCCC's accreditation. Graduates of Associate in Applied Science degree programs may be able to transfer to certain types of specialized baccalaureate programs, and courses may be accepted as transfer credit at the discretion of the transfer institution. Yet, to transfer a SCCC degree to a four-year degree program so that all credits fulfill necessary pre-requisites, "guaranteed articulation" is a valuable agreement.

SCCC has developed formal transfer agreements with many four-year public and private colleges and universities. These agreements indicate the patterns of study in specific programs at SCCC that will maximize the transfer of credit to the agreeing four-year institution.

Since January 1, 1985, a number of articulation agreements have been added to the list. The new ones are with the University of New Haven for Hotel Technology graduates, with Utica College for Criminal Justice graduates, with State University College at Oneonta for essentially all A.A. and A.S. graduates, and with SUNY Albany for Business Administration A.S. graduates. A one-plus-one agreement has been signed with Adirondack Community College by which SCCC will accept students for the second year of the Performing Arts: Music program or the Music Merchandising program after one year of study at A.C.C.

These types of agreements provide our community with access to a diverse portfolio of educational opportunity. Schenectady County Community College is a doorway to virtually any educational field with a guarantee of articulation.

Another important addition to this portfolio was the opening in September of an office of Empire State College on the campus of Schenectady County Community College. Empire State is SUNY's non-traditional baccalaureate college which permits part-time students to complete a baccalaureate degree through directed study under the supervision of a faculty member.

This flexible arrangement, which is serving more than 9000 students throughout New York State, is a tremendous benefit to Schenectadians and to graduates of our institution who must work while going to school. **We are proud to now be able to say that our campus houses opportunity for residents to pursue education from the basics right through to the Bachelor's degree.**

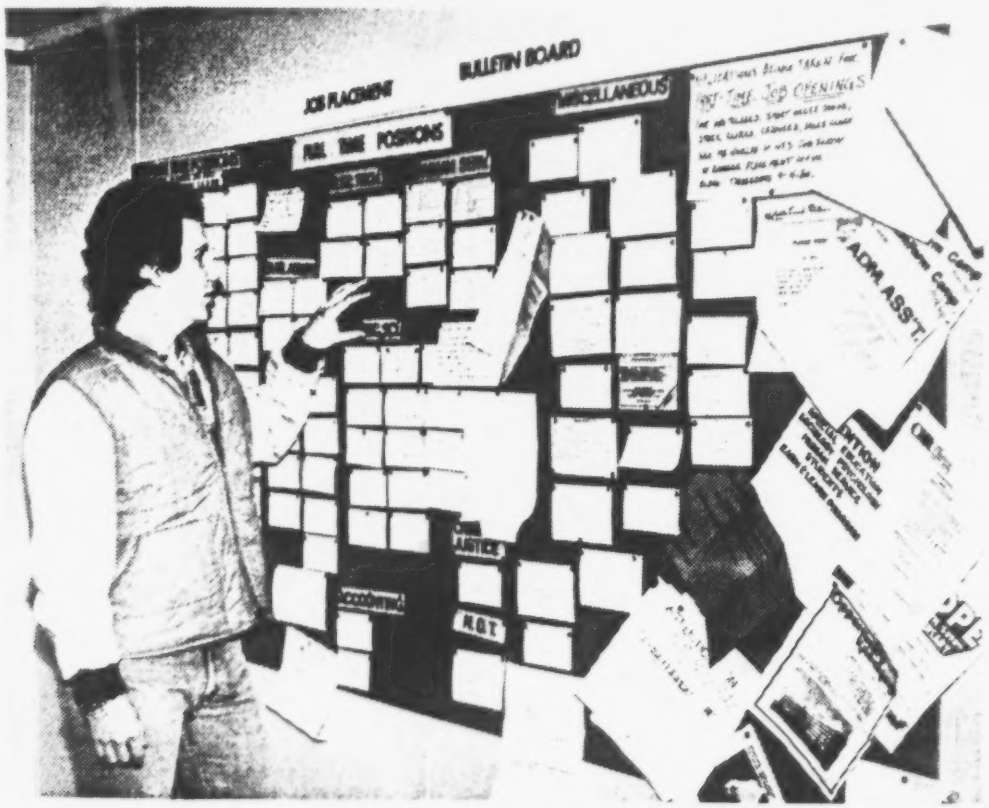
1984 Graduate Survey on Employment and College Transfer

Although student attitudes are critical in terms of evaluating our successes or failures, the most important measure of our achievement is outcome in terms of our primary objective: the education of students, and the ability of the College to provide an educational quality that enables these students to get jobs they are interested in or to transfer to institutions for them to complete a baccalaureate degree.

The graph is an attempt to illustrate the historical perspective, by type of degree program, Transfer, Career, and Certificate program, of the "outcome impact" for graduates of each class. It is important to consider the TOTAL of both bars per year to see the effect of the outcome.

For example, the total for academic year 1980 of transfer graduates shows that 97% of those students either transferred to a four-year college, or were working at the time surveyed. Our annual survey of graduates indicates a high degree of satisfaction in terms of educational goals. However, it must be understood that most recent graduates are still seeking employment, and also, the number of graduates has substantially increased since 1980. Thus, the maintenance of a high percentage indicates a higher total number of graduates who have achieved satisfaction, even though the percentage may have declined somewhat.

It is our objective, in terms of both the placement services and the advisement services of the College to get students into both the educational and occupational fields in which they have shown an interest while attending the College.



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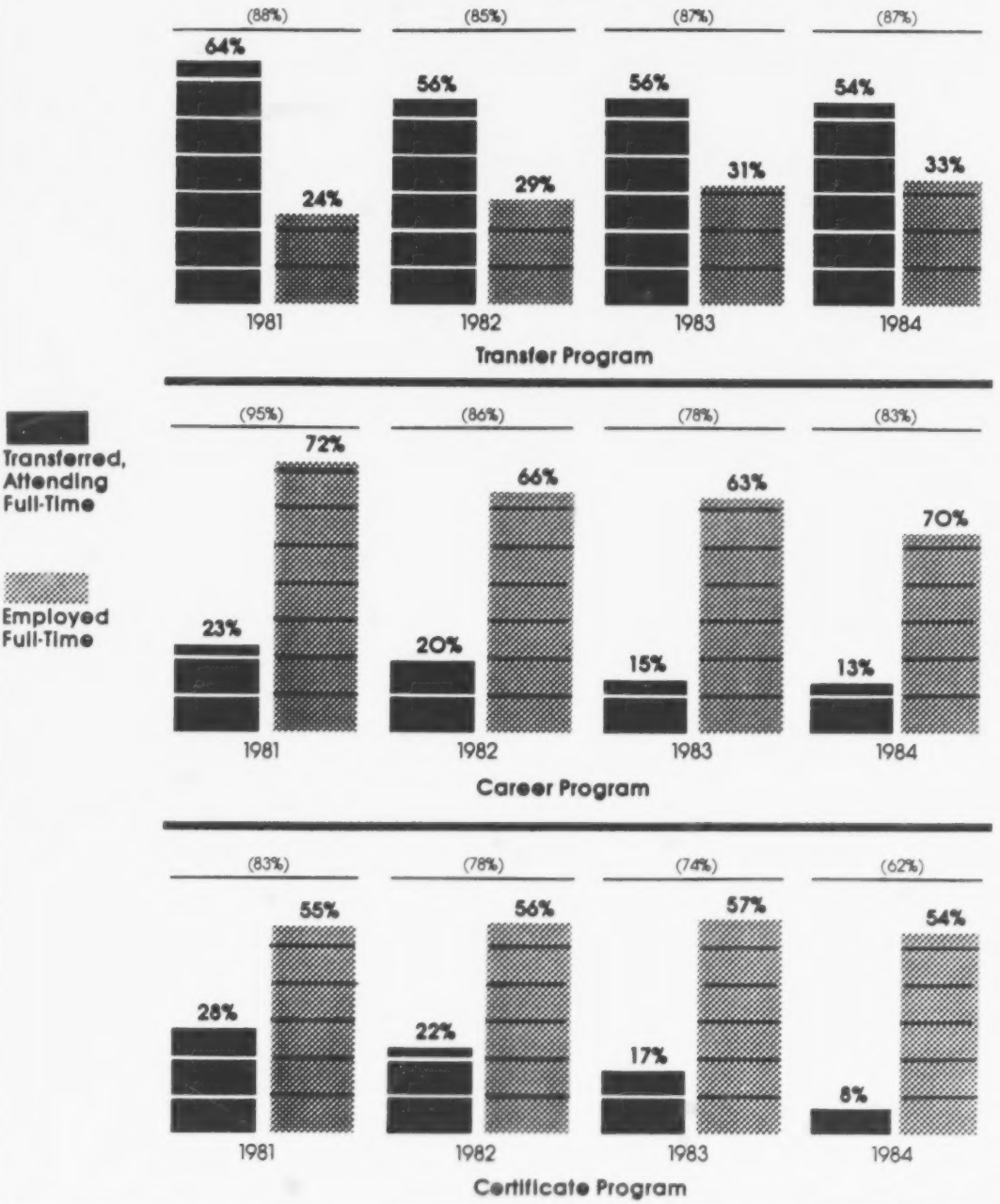
Summary of
June Graduates, 1981-1984, Who Obtained Full-Time Employment and June Graduates, 1981-1984, Who Transferred to Colleges and Universities as Full-Time Students



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Community Needs

ASSESSMENT OF FUTURE PROGRAMS FOR EMPLOYER/EMPLOYEE SUPPORT

Needs Assessment for New Programs

Whenever development of a new program at SCCC is being considered, an assessment is made of the need for the program in the community. This is done, in part, by soliciting from local and regional employers answers to such questions as these:

- Would you give preference in hiring to a person with this training?
- How many people with these skills do you hire in a year?
- How many such employees do you hire?
- What is the usual starting wage?
- Could a person with a two-year degree as outlined expect a higher starting wage?

Visits to employers by College staff, usually Continuing Education or Admissions personnel, also afford opportunities for candid discussion of proposed, new and existing programs. Employers often are requested to advise in the program development process.

PLANNING OF ALL COMMUNITY SERVICE OFFERINGS

Continuing Education

The Office of Continuing Education of Schenectady County Community College has responsibility for several very important and very different functions:

1) it administers the evening and Saturday schedule of credit courses;

2) it administers the entire Summer Session;

3) it develops, gets SUNY approval for, and offers non-credit courses which are remedial, vocational, or community service and state-aidable;

4) it negotiates contracts with area businesses and industries whereby SCCC provides specialized training on or off campus;

5) it continues to offer a selection of non-credit, non-state-aidable courses whose fees from minimum enrollment cover all costs including overhead.

In 1984-85, "Contract" courses served nine businesses and 131 students. State-aid for these courses totalled $40,000, up $10,000 from 1983-84. Improvement and expansion of training funded by the Jobs Training Partnership Act (Schenectady Job Training Administration, SJTA, in Schenectady) included 450 trainees, 40 of whom became nurses aides, and produced $67,000 in tuition income.

This past year SCCC Continuing Education has offered courses jointly with Schenectady County Cooperative Extension, combining the strengths of the two organizations.

A cooperative arrangement between Schenectady County Community College and the Albany-Schoharie-Schenectady Board of Cooperative Educational Services has resulted in SCCC's offering courses for adults at the BOCES facilities, using BOCES equipment, and often hiring BOCES instructors to teach when BOCES classes are not in session.

Both community service and vocational service were expanded through non-credit courses in Basic Emergency Medical Training and Refresher EMT. The courses, required for emergency service personnel, helped increase the state aid for non-credit courses by over $16,000.

These academic "outreach" efforts illustrate the tremendous impact this College has on the community. The College is a tremendous resource to businesses that currently are here and is a potential asset for businesses that are considering moving to this area.

This past year, the College, through the Community Service continuing education efforts, partnered with the Schenectady Economic Development Corporation to provide support training for the ConDiesel workers seeking to start their own business. Also, special in-service retraining programs to assist companies in renewing valuable staff have been worked out, particularly with Schenectady Chemicals, Inc.

In 1985, perhaps more than ever, the College played an active role as an economic resource to the community.

Bringing the Community to the SCCC Campus

In January 1985, SCCC hosted a SUNY system-wide "Operation Inform" on the campus. This program offers area guidance personnel an opportunity to learn about all SUNY colleges, but there is an emphasis and a "showcase" for the host campus. This year, about 150 high school counselors attended the session and received up-to-date information about SUNY.

The Awareness Committee of the Student Government Association planned and staffed Handicapped Awareness Week during February 1985. Panel discussions by representatives of agencies who provide services to the disabled, printed materials about specific disabling conditions, and imaginative schemes for allowing the "able" to experience various disabilities increased the awareness of the participants. This second annual event was an important opportunity to illustrate SCCC's "open" commitment to all individuals and was considered a model program.

The High School Business Day last spring brought 500 students from 13 high schools to SCCC for competition, camaraderie, and a close look at the College. The Math Contest, held also in late Spring 1985, drew the most participants ever with 73 students from 19 high schools participating in the SCCC Foundation-funded contest.

These efforts add to the "academic credibility" of the College and are an important contact point for our recruiting. Further, in November 1985, a dinner was held for over 100 area guidance personnel where the College's program, goals and commitments were illustrated. This was the first such affair in several years, and the positive response to the College and its initiatives was overwhelming. The use of Open Houses, faculty visitation, newsletters and other communication will assist in our recruitment efforts to all regional students.

IMPROVEMENT OF LIAISON WITH COUNTY AND COUNTY AGENCIES

Mainframe Computer Up-grade

The upgrading of the mainframe computer to the Sperry 1100/71 has become operational in the past year. This "partnership" arranged between the College and the County has proven to be a great "boon" to both. Hard work, good will, and patience demonstrated by the staff in both the College and the County offices have paid off as growing familiarity with the new system and software has produced very useful output for the County and for the College.

At the College in September 1985, "on-line" registration was possible for the first time. At the County building on Election night in November 1985, computer-processed information made the election results available quickly and accurately. The success of the conversion from the former system to the new one and the relative ease of the process is a confirmation of the prudence of the decision to initiate the system's acquisition and to the dedication of staff to make it work effectively.

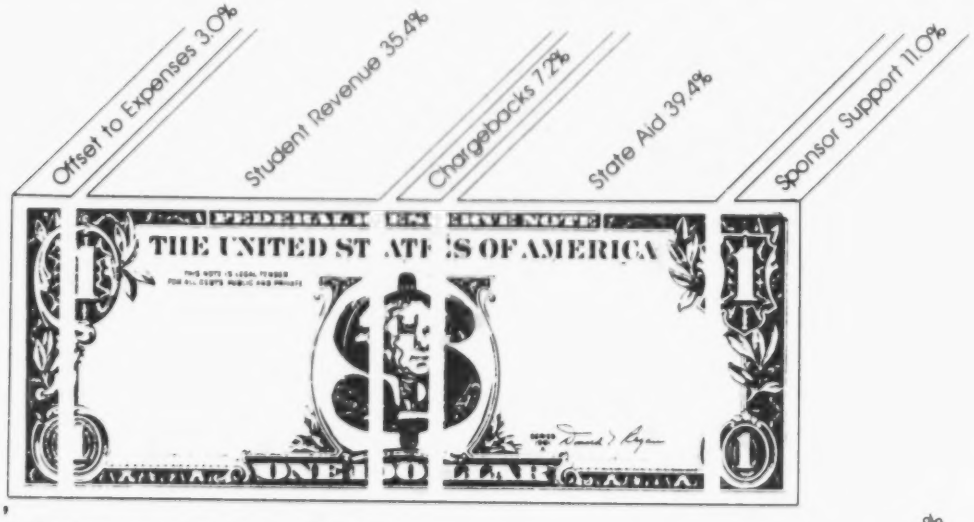
Financial

ESTABLISHING LONG-RANGE FINANCIAL PLANNING

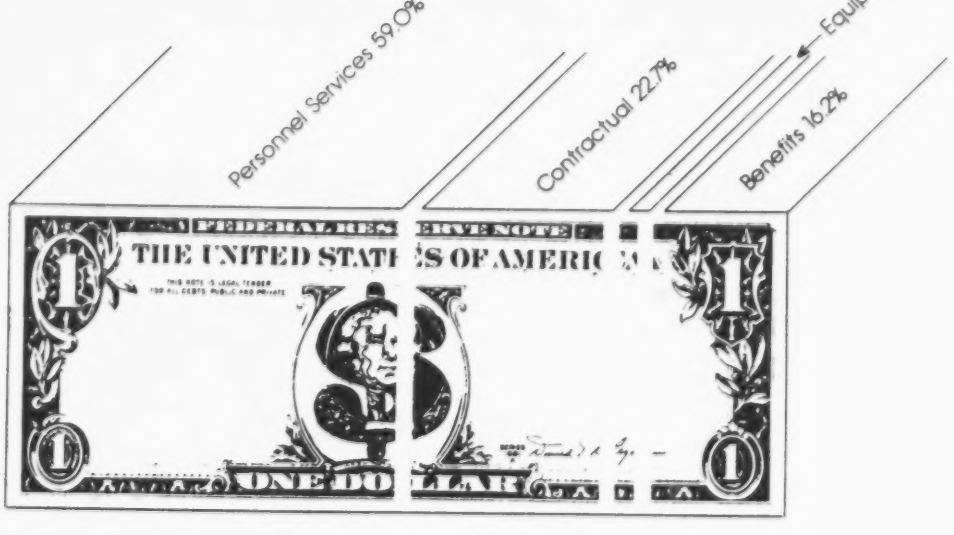
Finances

This year's Budget Dollar shows how SCCC's 1985-86 operating funds will be spent. The Student Revenue depends on the number of students who register, whether they are full time or part time, what program they matriculate in, whether they are matriculated or not, etc.

Schenectady County benefits from the support of other counties for Schenectady County Community College. The diagram shows the estimated revenue received from surrounding counties for the support of students attending our institution. The chargeback revenue from other counties is calculated using an "equalization" formula enacted three years ago by the State Legislature. Under this formula an average of chargebacks is established, and the actual cost is usually more than the amount which can be charged back to the home county. From the chart, it is clear that SCCC is providing educational opportunity to the entire Capital District and the surrounding region.



How It Will Be Generated ...



How It Will Be Spent ...

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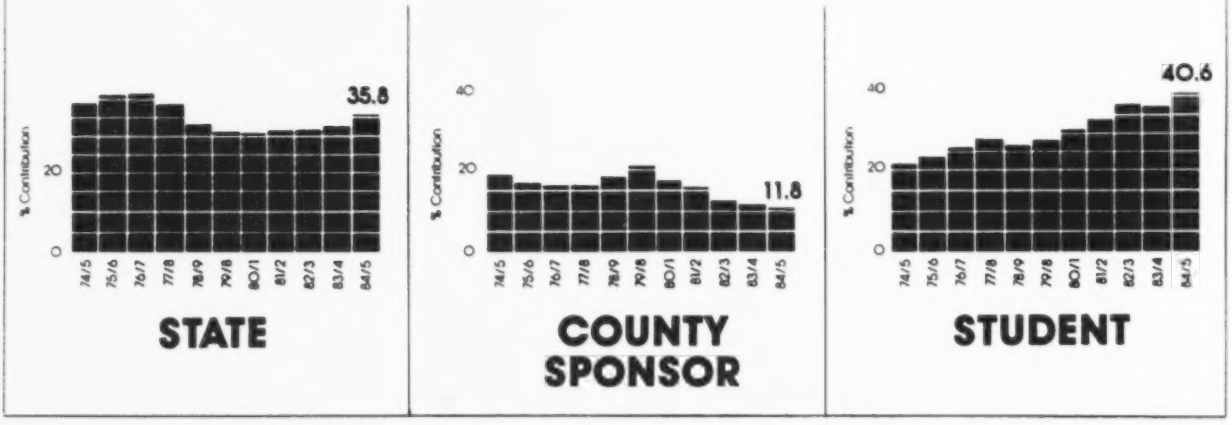
Partners

% Contribution of Partners 1974 - 1985



The funding formula set forth by the State for the support of the community colleges reflects a partnership among the State of New York, the local sponsor (Schenectady County) and the attending student. Each year, the Executive Budget reflects a somewhat different variation on this partnership. The chart reflects the varying percentages of participation of each of the three partners to Schenectady County Community College. The State's share is FTE (full-time equivalent student) driven. That is, the State pays so much per FTE in base aid and then adds a series of bonuses per FTE if the recipient college meets certain incentive conditions. One FTE on an annual basis is the equivalent of one student registering for 15 hours in each semester in an academic year.

The students have contributed steadily more to their cost of education. One aspect of the State formula, however, is that tuition can be no higher than 1/3 of the net operating cost of the college for the previous year, to a maximum of $1,350. Since this College's net operating cost has been around $3,000, we have not raised tuition above the $1,100 level.

On the whole, the local sponsor share has declined as a portion of the total contribution to the operating budget. This is primarily because the percentage of revenue from the other two partners increased, in the State's case because of more dollars per FTE (an enriched funding formula), and for the student's share because of increased numbers of students; remember, tuition has not been increased for three years due to the 1/3 cap restriction. The actual percentage contribution of Schenectady County to total operation 1984-85 was 11.8%. For the current year, 1985-86, that percent is 11.0. The County's dollar contribution of $830,276 has remained constant since 1983, primarily because the College has offset increases in local sponsor contribution by using accumulated fund balances. In 1985-86, that amount credited to operations is $308,161. This leaves a balance of approximately $60,000 in the total fund balance.

The sponsor contribution can be adjusted to meet new needs or it could go lower. It is technically "the open end" of the funding formula. Hence, if there is any excess revenue beyond projections or revenues in excess of expenditures, this year-end balance becomes the benefit of the sponsor to use to offset future appropriations. However, there are no longer any significant accumulated year-end balances from previous years.

Challenge for 1986 and Beyond

The real issues of funding for 1986-87 will be revenue sources. The FTE driven State-aid and tuition revenues will suffer from past levels because the College is projecting a stabilizing and slightly declining enrollment trend for next year. In addition, the absence of available fund balances to offset these revenue losses will be a further problem. Finally, as we continue to study the issue, it is unlikely that tuition can be increased, certainly not enough to offset these other deficiencies. Hence, the College must initiate important measures to affect revenue resources:

(a) For the balance of 1985-86, tightly control expenditures to try to improve year-end fund balances.

(b) Develop a very tight appropriation request that reflects a lower student enrollment for 1986-87.

(c) Work to enrich the State Funding formula to allow for more dollars per FTE.

(d) As we have in the past, work closely with the County to identify those resources we will need to pass over this period of fiscal stress.

Capital Repairs and Facilities Upgrade

Rowlands' study also identified a series of remedial actions necessary to address the integrity of the Elston Hall facility. Working closely with the County Manager, the County Planning Office, and the College architects, a comprehensive capital project for replacement of the Elston Hall windows and the waterproofing of the building was initiated.

Schenectady County's support of the initial $602,000 College 1986 Capital Budget, the subsequent recommendation from the Governor for $216,000 of the original $301,000 requested from the State, and the continuing support of the Legislature, the Manager, and various County offices to amend the budget to allow for $1.2 million to retrofit 60 Washington Avenue, are evidence of the enormous strides the County and the College have made in 1985 to address the facilities issue. The 1986 year will be a bell-wether for the College as it moves aggressively, with the full support of the County, to strengthen and improve its facilities.

ESTABLISHING THE OPERATION OF THE NEW FOUNDATION STRUCTURE/INITIATING RESOURCE DEVELOPMENT

During 1985, the Schenectady County Community College Foundation, Inc. Board of Directors developed and adopted a new set of By-laws. The Foundation Board plans to launch a fund-raising effort in 1986 to raise money to support scholarships, special projects and grants for the benefit of the College.

Hotel Van Curler Sixtieth Anniversary Celebration

The Hotel Van Curler opened to the public with a dinner for 700 people on May 7, 1925. The occasion of the sixtieth anniversary of this event became the theme for a ten-day celebration at SCCC, beginning with a sold-out dinner featuring a current version of the 1925 menu. The series of events was planned to raise money for SCCC Foundation Scholarships, heighten the visibility of the College in the community, emphasize the importance to Schenectady of the Hotel Van Curler building from 1925 and continuing today, showcase the efforts of SCCC students, and provide a good time for all participants.

More than 2000 people visited the campus during the celebration week. The program at the opening dinner included vaudeville by the SCCC Drama Club and reminiscences of events and people at the hotel. A birthday party was held on the steps at the Washington Avenue entrance with balloon clusters on the building, 1925 autos at the curb, birthday cake, and greetings from the Chairman of the Schenectady County Board of Representatives and the Mayor of the City of Schenectady.

SCCC President Peter F. Burnham opened the gallery of historic photographs of the building with a slide prologue of '20's faces and events, and a gallery tour. City and County Historian Larry Hart spoke about people he interviewed at the Hotel Van Curler when he was a newspaper reporter. The Photo Gallery was funded through grants from the SCCC Foundation, Inc., and the Decentralization Plan for the Capital District, New York State Council on the Arts.

Other events included a mime show, a Culinary Arts Salon, four performances for children of "Cinderella" by the Drama Club, a Spring Concert by SCCC music students, and "Waiting for Godot" presented by the senior Theatre majors.

Residuals from the celebration include a number of items.

- Nearly $7,000 contributed to the SCCC Foundation Scholarship Fund
- A permanently mounted gallery of historic photographs in the main corridor of Elston Hall
- The publication of The Hotel Van Curler: A Pictorial Review, 28 pages including 43 photographs
- A small collection of memorabilia related to the Hotel Van Curler
- Renewed awareness by students, staff and the County of the Hotel Van Curler's importance in Schenectady's past, present, and future.

As an appropriate finale to the Hotel Van Curler building's sixtieth year, it was listed in October 1985 on the National and State Registers of Historic Places.

Facility

DEVELOPMENT OF CAPITAL PROJECTS AND FACILITIES

The Development of Schenectady County Community College's Center for Science and Technology

This year will be a major step for the College as the new Center for Science and Technology is developed. Pending receipt of State support for the $1.2 million renovation, the College hopes to begin architectural planning within the next several weeks. Preliminary floor plans and designs have been completed, and faculty and staff are beginning to discuss transition plans. In all likelihood, the Center will not be available to host classes until Spring 1987, but the academic planning impact will be most felt this year.

The opportunities for curricular development provided by the Center are significant. It is anticipated that the College will be examining microprocessor applications in all technical curricula as well as an expansion of course work in Robotics Technology specifically within the electronics program. Exploration of computer-assisted drafting and machine control CAD/CAM programs are underway, and grant support will be sought to begin the development of these technical training skills either as components of existing curricula or independent units by themselves.

The facility will be designed to provide flexible/adaptable space which will not be "locked-in" to a single laboratory use. The ideal is to explore potential partnerships with industry to do some "incubator-type" research that could assist in economic development and at the same time strengthen our technical curricula.

In addition, the Science laboratories housed in the facility will be generic to allow for flexible use. It will be a major goal over the next ten months to work closely with advisory committees, faculty and State University to design and equip this facility in a manner that will enable our science and technology program to stand equal to the best in the area. It is an exciting time for this aspect of the College's program.

New Offices for the Office of Student Development Services

On the second floor of Elston Hall, the area previously used as the Student Activities Lounge has been redesigned and rebuilt into a suite of offices housing the professional and support staff associated with the Assistant Dean, Counseling, Job Placement Services, Disabled Student Services, and Student Activities. The creation of a pleasant, common reception and information area also provided a wall of shelves which make reference documents, catalogs, and other publications available to all the staff and interested students. All of the support staff are accessible over a single low counter to give students and others information and direction.

The entire project was done in-house by SCCC's own maintenance crew.

IMPROVEMENT OF "QUALITY OF LIFE" ON TOTAL CAMPUS

Safety and Accessibility Improvements

During the academic year 1984-85 and thus far in 1985-86, a number of improvements in safety and accessibility have been made. Electrically-operated doors at the service entrance to Elston Hall and on corridor doors to rest rooms have been installed. The deteriorated outside steps at the parking lot entrance to Elston Hall have been replaced. Repairs to the fire towers have been made.

The Honeywell Delta 1000 Energy Monitoring System has been enhanced to control the safety disconnects on the Sperry 1100/71 and the Prime 550 and also to alert Security to environmental problems in the Computer Center. Emergency lights have been installed or replaced. Re-keying the doors in Elston Hall is in process.

Also, the general receiving dock for vendors has been constructed in the basement of the Begley Building. This has sharply decreased the number of large trucks going in and out of the area outside the Elston Hall service entrance, which is used by disabled people and other pedestrians.

New Student Lounge

In the southeast corner of the second floor of Elston Hall, a large area has been opened up as the Student Lounge. The space formerly was a combination of a very wide corridor, rows of lockers, and a large suite of offices for the Counseling and Career Placement Center. Here, again, the work was done by SCCC maintenance staff. The old furniture was re-covered and additional furniture was purchased by the Faculty-Student Association. This Student Lounge is shown on the map of the Elston Hall second floor in Section IV.

These projects were done in the Summer of 1985 and reflected a response to the Board of Trustees' efforts to provide more student "life" space and to enable the reorganization plan for Student Services to occur.

Improvements in the General Physical Appearance of the Buildings

The main corridor in Elston Hall from the lobby to the parking lot entrance has been improved in several ways. The walls were painted. The gallery of historic Hotel Van Curler photographs was installed on the walls, and spotlights were placed on the ceiling to enhance the pictures. The construction of an enclosed information booth near the entrance to the Stockade Room was designed so that a concealed area for vending machines was left between the booth and the corridor wall. The booth is staffed by paid student workers.

Repairs have been made to the roof of Elson Hall. The windows in Elston Hall have been washed. The Elston Hall basement has been paneled, and the carpeting in the corridor from the service entrance to the Commons stairway has been replaced with vinyl tile. The elevators have been paneled with wood-grain formica.

The improvements in the appearance of the interior of the building seem to have encouraged students to help keep it clean and attractive.

Continued Improvements in our "Quality of Life"

The County and State support for the renovation of the windows and brick surface of Elston Hall will significantly improve the exterior appearance and, most importantly, the energy efficiency of the facility. Also, in 1986 we will continue to try to use maintenance resources and in-house capability to remediate both mechanical and cosmetic deficiencies.

At this time, we are aggressively seeking State support for the already County-supported project to replace our 40-year-old, threadbare, dust-filled, disintegrating carpeting on the third through sixth floors of Elston Hall. We will continue to examine options to improve the student environments, although even with the physical improvements of the new student lounge, there is still a critical shortage of student gathering space.

The Trustees and Administration will continue to examine the space needs and reallocation of space during the Spring of 1986. It is expected that a comprehensive campus facilities Master Plan will be completed by the Summer of 1986 as the plans for the use of 60 Washington Avenue are completed.

Professional Development

ENCOURAGEMENT OF FACULTY/PROFESSIONAL STAFF DEVELOPMENT

Schenectady County Community College faculty and staff have received significant individual recognitions during the past year.

Alan R. Carter, Professor in the Humanities and Social Sciences Department, was named 1985 Recipient of the Chancellor's Award for Excellence in Teaching, the highest award given in the SUNY (all 64 campuses) system. He was presented the award by Chancellor Clifton R. Wharton, Jr., at the SCCC Commencement in May 1985. Chancellor Wharton was the 1985 Commencement speaker.

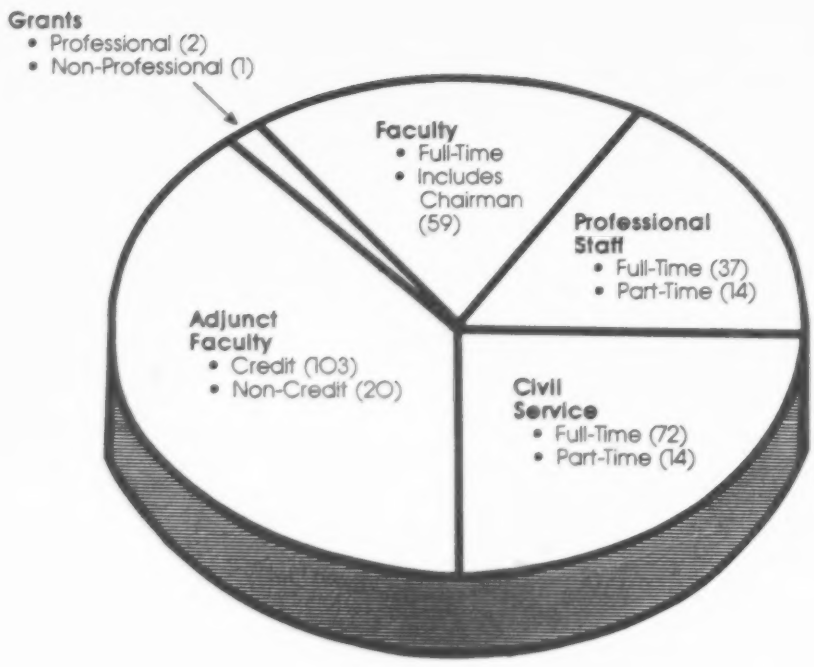
Martin Weinstein, Associate Professor in the Business and Law Department, was named the recipient of the 1985 Schenectady County Community College Foundation Award for Teaching Excellence. This award is a local award determined by students, peers and supervisors. The winner is submitted for the Chancellor's Award in 1986.

Gary Messina, Coordinator of Disabled Student Services, received the State University of New York at Albany Disabled Student Services Award as recognition of outstanding service rendered to disabled persons, both as a member of SUNY and in the community.

*Finally, **Gabriel J. Basil**, Dean of* Academic Affairs, has been elected Chairman of the Capital District SUNY Consortium and Vice President of the SUNY Two-Year College Chief Academic Officers Association which represents the academic leadership of <u>all</u> SUNY Community Colleges.

In another regard, improvement and professional development is very much the concern of the Instructional Development Committee of the teaching faculty. The Committee awarded mini-grants to faculty members who were conducting research to offer new courses at SCCC. The Committee initiated the Faculty Forum which offered four meetings for faculty discussion on such issues as academic advising and teaching effectiveness in the classroom. One meeting featured a poetry reading by two faculty members. The Committee also sponsored a grants workshop, a workshop on writing across the curriculum, its usual computer workshops for faculty, and the optional use of the ICES (Individual Course Evaluation Summary) instrument for course evaluation by students.

Staffing
Fall 1985
Total Employees = 322



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Summary

1985 was a year of transition and achievement for Schenectady County Community College. The accreditation recognition by the Middle States Association and recertification by the State Education Department of all of its programs reflected the academic excellence and maturity of SUNY's second youngest community college.

The acquisition of 60 Washington Avenue and the boost it provides to space utilization, program development and community outreach is perhaps a major pivot point in the history of the institution.

The growth, professionally, of our staff, and the success of our students who have gone beyond to other educational environments, important roles in government, business and public service all illustrate the continuation of the excellence of SCCC.

Like nearly all facets of the public sector, we face an unknown time ahead as resources become tighter than we ever dreamed. Also, as our enrollment undergoes its "settling out," and as our student demographics lean more toward older students, the College is on the threshold of its newest era of change.

The strong partnerships between the County, the City, the community as a whole, the State University, the State of New York, and the Trustees, administration and staff of this institution can and will enable it to survive the uncertain times ahead and move forward positively and aggressively to the next century. 1986 will be a critical year in that quest.

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
8118 MATH-SCIENCES BUILDING
LOS ANGELES, CALIFORNIA 90024

AUG 15 1986

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